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ABSTRACT

A social studies curriculum project is described which presents a blueprint for a Colorado community social profile study and suggests ideas for design of a national community model. The purpose of the project, intended for use on the elementary, intermediate, and secondary levels, is to help students develop skills to deal with mobility from community to community and from one life-style to another. The interim report on the project is presented as three papers and four appendices. The first paper describes the social profile of a community as a mirror with six dimensions: physical environment, history, people, economic base, political structure and process, and cultural view. The author classifies all American communities as either urban, rural nonfarm, or rural farm. The second paper discusses the relationship between the Colorado project, which encourages local autonomy in education, and the accountability movement which favors state control. The third paper explains how to construct a community social profile congruent with social science concepts. The appendices present information on social science disciplines, knowledge objectives of the curriculum, newspaper coverage of the project, and proceedings from meetings of the project members. (Author/DB)

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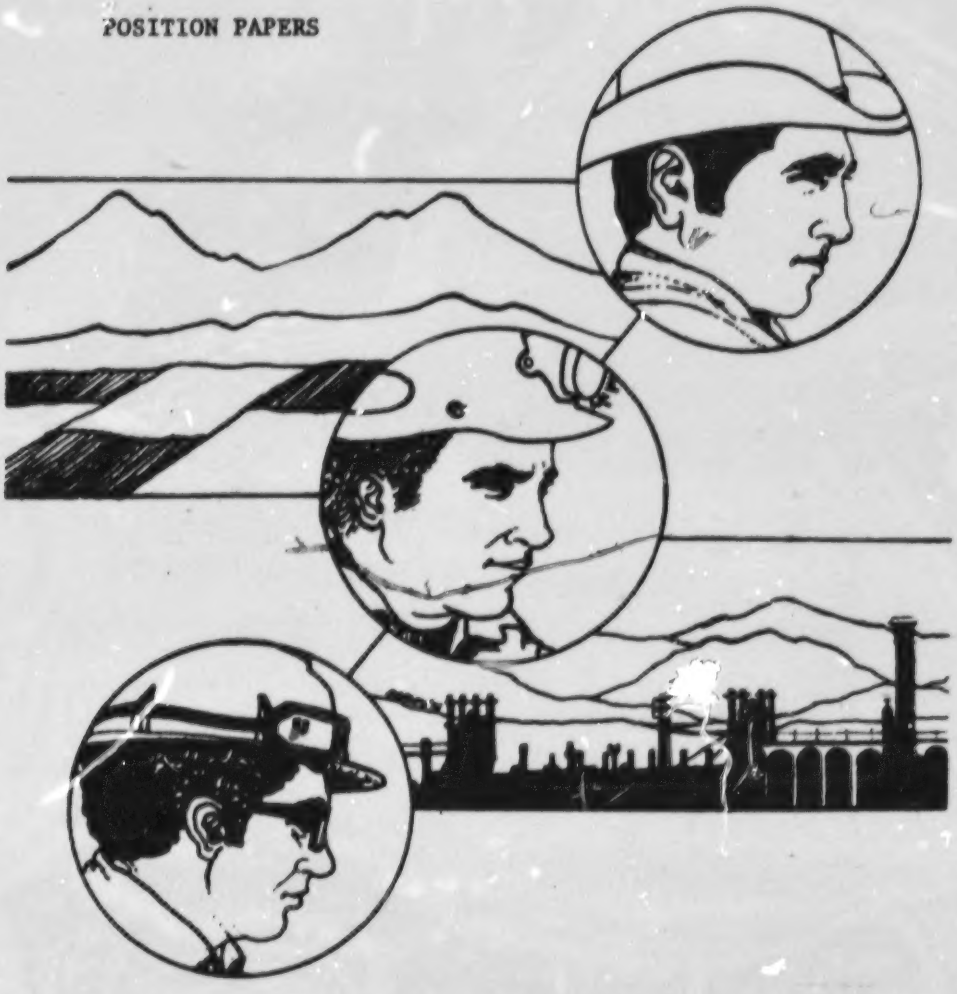
THE COLORADO SYSTEM-BASED CURRICULUM PROJECT

POSITION PAPERS



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THE SYSTEM-BASED SOCIAL SCIENCE CURRICULUM: A NATIONAL MODEL

Lawrence Senesh
Director, CSBC Project
Professor of Economics, University of Colorado

A few months ago in Boulder, Colorado, a small snowball began rolling downhill, gathering momentum as it rolled. The snowball represents a basic idea: finding ways to meet the needs of youth in our highly mobile society.

Our society today is highly mobile in terms of both time and space. There is an ever-increasing gap between the rates of change in school curricula and in the society at large. By the time young people leave high school, the knowledge they have acquired is obsolete.

It is a frightening thought that today's first graders will be entering the year 2000 when they celebrate their 31st birthdays. One can assume that during this interim, changes of considerable proportions will take place. The magnitude of change can be envisioned if one recalls the change that has taken place in the past 31 years: we have fought three major wars; experienced the destruction of western Europe; defeated Nazism and Fascism; witnessed the birth of 50 new nation states; lived through a period of McCarthyism; witnessed the Presidency shaken by two tragedies, assassination and Watergate; sent astronauts to the moon; and conquered dread diseases, such as small pox and polio. And suddenly recently we have been warned that we are crossing over the threshold from a world of abundance into a world of scarcity.

Communities are changing over time. Natural wilderness is rapidly becoming mining and lumbering communities. Some mined-out areas have become ghost towns or ski resorts. Small trading towns are dying. Many rural communities and small towns are being swallowed up by the expanding megalopolis. Residential neighborhoods are becoming ghettos. New towns may grow in areas where mountains are moved to produce oil from oil shale. This is the time dimension to which youth is exposed. The new challenge for edcuation is to anticipate the future and prepare

today's youth for the 21st century. This is what we mean by mobility through time.

The spatial mobility of our society is a result of the uneven distribution of economic growth throughout our country. Every day thousands of people leave rural areas and migrate to big cities. What these people find is that our country is not a melting pot; rather it is a bewildering kaleidoscope of values and life styles, and rural migrants may find the urban environment in conflict with their values, their training, and their customary way of life.

This is a result of communities being different. They are endowed with different resources, exposed to different rates of change, furnished with different faculties to respond to change. Communities in different stages of economic development and different social complexities, and with different rates of change, generate movement of goods, ideas, and especially people. This perpetual interaction makes up a system of communities. The nature of this interaction must be an important part of the learning experience of our youth.

Among the migrants are millions of young people who are squeezed out of small communities or who are attracted to large communities by better job opportunities or by the "bright lights." Thousands of small communities are losing their young people to the big cities in a steady flow. The Chamber of Commerce of one small town reported that the general opinion of their town's young people was that there was nothing in the town to be proud of or excited about. They are eager to leave the town when they leave school.

At the same time, thousands of urban communities are worried because such young people arrive in the big cities unprepared. Urban communities do not know what to do with the influx of those seeking a new or better lifestyle.

The responses to such time and space mobility vary from institution to institution and from culture to culture. The functions of the family, for example, change at different rates in different places. The degree of friendliness and neighborliness is different in suburban and in ghetto areas. Responses to new ideas and to changes are not the same

in a Chicano as in an Anglo community. The relationship of the Native American to his environment differs sharply from that of an Anglo. How a small community faces the future will be different from how it is faced by a metropolitan area. The list of examples is endless; these are but a few of the differences that people experience as they grow up or as they move from place to place.

This mobility through time and space is costly to Americans both as individuals and as a society. We must develop a curriculum that helps young people to cope with these dimensions of mobility; otherwise, obsolescence destroys the relevance of their learning and damages their ability to function at full potential. Afterall, we cannot eliminate the changes in time and space. But we can help our young people to become aware of these changes and become aware of how these dislocations affect their future lives. Providing this help creates a special problem for and a serious challenge to educators.

THE NEED FOR COMMUNITY-SCHOOL PARTNERSHIP

The community and the school system can work together to help youth face the challenge of mobility through time and space. The partnership between school and community is an American heritage, as is a "grass roots" curriculum. Since the early history of our schools, communities have been possessive of the right to determine the kind of education and the kind of values their children should receive. Not long ago, the community played a direct and important part in the education of youth. Employment skills were gained from active apprenticeships to the trades; children directly learned the skills and businessses of their parents. Young people learned the operation of economic and political systems in their community through participation in them. The homogeneous nature of the community contributed to social cohesion; cultural consensus was not difficult for young people to understand; and, generally, change occurred slowly enough that personal adjustments could be made.

Since World Wars I and II, however, science and technology and the trends toward greater equality and justice have changed the simple, homogeneous community life. Also, business and industry are demanding a better-educated work force, and more people want to participate in the economic life of communities. Finally, economic life of even the smallest community is affected by global events.

This country's political system has also become more complex during this time. Government has become bigger and it participates more actively in problem-solving and in the identification of priorities on every level. Citizens must have a better knowledge of how to become a part of the political process and how to identify local and national priorities. In some communities, people, including youth, women, and ethnic minorities, want to participate in the political process. In other communities, political apathy maims political decision-making. The mayor of a small town complains: "You can sit there and almost get on your hands and knees and beg people to come out to a city council meeting to just let us know their interests. People just don't come." In apathetic communities, democracy and freedom are dying on the vine.

With the high degree of spatial mobility in the United States, communities have been invaded by newcomers and new ideas. These new people and ideas disturb the homogeneous culture of communities, generating conflicts and the need for conflict management.

In the past, as new educational needs were generated, the schools responded as best they could to these needs. First, a social studies curriculum was built into the educational structure with particular emphasis on geography and history. More recently, a concept-oriented social-science curriculum has been gaining increasing acceptance. But the social-science curriculum, as it is taught today, has lost contact with real life. In many schools, economic principles are taught that have little reference to social realities. Students may be exposed to employment theory, buy they cannot identify the economic base and employment opportunities in their own communities. Civics courses describe general political institutions but the students never have

contact with the political process in their own communities. A course on the cultural system of the United States is limited to a description of customs and beliefs, with no reference to how customs and beliefs affect decision-making and group conflicts within various communities. The social science curriculum as it is taught today, then, separates students from the realities of their own communities. Such a practice produces a "cut-flower" civilization--one that has lost its roots.

To reestablish the school-community relationship, accountability programs have been introduced in over 35 states in this country. These programs reaffirm the traditional grass-roots concern by demanding that the educational goals pursued by the schools should be based on the consensus of the community. The accountability programs give a mandate to Citizens Advisory Committees, whose members are drawn from cross-sections of their communities, to identify the educational goals of these communities. The object of this is to develop curricula that can be rooted in the soil of each particular community.

The Community Social Profile System is one educational tool that can help accountability programs carry out their mandate.

THE COMMUNITY SOCIAL PROFILE SYSTEM

The Community Social Profile System is based on a social profile of the home community as well as on profiles of the communities to which its young people may later decide to migrate. These social profiles may be prepared by the social science faculty of the school system together with the junior and senior high school students. The schools may call on local representatives of agriculture, labor, business, government, and education for community information.

The Community Social Profile System can help answer the following concerns of youth: Should I stay in my home community? How has my community changed during my parent's lifetime and my own? What are the reasons for these changes? Do the changes increase or decrease my options? Is there an occupational niche in my community that I would like to occupy? How do I get the necessary training? Must I leave the community to prepare for this niche? How can I best use my talents to make my community a better place to live in? What are my

chances in other communities? How can I prepare myself to occupy a meaningful position in other communities? What is the future of my community and the other communities in which I may settle down? What are the costs and benefits of staying or moving away?

THE COMPONENTS OF THE SOCIAL PROFILE

A social profile is a mirror of the community. It has many dimensions. The first dimension reflects the physical environment of the community. It describes the topography, climate, and natural resources of the communtiy. It shows how these resources have shaped the destiny of the community.

The second dimension reflects the history of the community. It reviews those factors that have generated the waves of settlement, and changes caused by science and technology and changing value preferences.

The third dimension introduces the economic aspects of the community. It describes the economic base of the community. The economic dimension of the Community Social Profile identifies the economic issues of the community and their significance. It shows the relationship between the economic issues and the economic future of the community. It presents the economic ability of the community to absorb youth into the local labor market. It presents the economic future of ethnic groups. And, finally, it helps to answer questions such as these: What are the options of young people who stay in or leave the community? How do youth appraise their own future?

The fourth dimension of the social profile is the political structure and political process of the community. This dimension describes the distribution of political power and its affect on policy making. It analyzes relevant political issues, the community's response to these issues, and the attitudes of minority groups toward the political issues. This dimension also describes the involvement of local youth in the political process, and presents the role of the community and the local government in planning for the future.

The fifth dimension of the social profile is the cultural view of the community. It analyzes the dominant and minority value commitments

and the impact of these on families, business, education, career choice, mobility, and on the support for art, music, and theater in the community. It shows the relationship between value preferences and achievement, competition, and cooperation, crime and poverty in the community.

A social science curriculum that incorporates the Community Social Profile System helps youth to increase their options--it enables them to envisage their present and future within the community or in any other community where they may settle. Such a curriculum is an important tool not only to rural or small-town youth, but also to young people living in urban areas. In such communities, the dynamics of science and technology bring perpetual dislocation between individuals and their environments.

The Community Social Profile System, however, should be particularly helpful to suburban youth. Most of these young people are greenhouse plants, experientially isolated from the social realities of economic, political, and cultural life. Many of these young people will become decision-makers. For this reason, they should have contact, either directly or vicariously, with the neighboring urban and rural communities so that future choices can be made sensibly. Some of these young people are seeking rural life without the knowledge of its costs and benefits; they are tempted by romantic idealism, for example, to purchase farms knowing nothing about the economic difficulties of farming, the skills required, or the farmer's place in the community.

THE SYSTEM-BASED CURRICULUM AS A NATIONAL MODEL

In Colorado, a blueprint for a Community Social Profile is being designed that eventually may serve as a national model. In the future, if additional funding becomes available, a team from the Colorado System-Based Curriculum Project, in cooperation with the Department of Education of different states, will identify experimental communities throughout the United States. Each of these experimental communities will represent a model for other U.S. communities with similar economic, political and cultural characteristics.

The communities of the United States may be classified according to urban, rural non-farm, and rural farm communities. These communities may be growing, static, or declining. Within these categories most of the U.S. communities could be classified according to their economic bases. As few as 10-15 categories could cover most of the U.S. communities, with the following as a few examples:

--Communities with diversified manufacturing and trading.

--Communities with single durable goods industry and trading.

--Communities with large wholesale and retail trading.

--Communities with an economic base of knowledge industries, including education.

--Communities with an economic base of defense.

--Communities with an economic base of cash grain farming.

--Communities with a subsistence economic base, predominately Black.

--Selected communities designated as Standard Statistical Metropolitan Areas of 1,000,000 and over, acting as magnets for settlement:

Atlanta, Ga.
Baltimore, Md.
Boston, Mass.
Buffalo, N.Y.
Dallas-Fort Worth, Tx.
Detroit, Mich.
Kansas City, Mo.
Los Angeles-Long Beach, Cal.
Minneapolis-St. Paul, Minn.
New Orleans, La.
New York, N.Y.
Newark, N.J.
Philadelphia, Pa.
Chicago, Ill.
Cincinnati, Ohio
Cleveland, Ohio
Columbus, Ohio
Denver-Boulder, Colo.
Houston, Tex.
Pittsburgh, Pa.
Portland, Ore.
St. Louis, Mo., Ill.
San Diego, Cal.
San Francisco-Oakland, Cal.
Seattle-Everett, Wash.
Washington, D.C.

(The team may find that most of these metropolitan areas can be absorbed into the other models.)

--Besides the metropolitan areas, there are other nodal points which stimulate migration. These places must be identified in relation to the home community.

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The classification of communities into experimental types on which specific Social Profiles can be modeled is just one option, however. Other options will be considered before the final commitment is made.

The experimental Profile models will be written in a semi-fictional style. This approach will give the writer freedom to rearrange and emphasize some things while ignoring unnecessary details. Such a stream-lined style can serve more effectively as models for other communities.

Sometimes two or more models may have to be combined to make the model match the home community. A special manual will explain how the "profile builders" may mix models to create a profile that will most closely match their home community.

One component of the Social Profile is a collection of supplementary readings. The readings will present the thoughts of youth and their parents, old timers and newcomers, rich and poor, Anglos and non-Anglos, blue and white collar workers, farmers and craftsmen, professionals and businessmen, all of whom have somethings to say about the community. Some of them talk about opportunities and limitations. Some have hopes; others have frustrations. Some complain of injustices; other complain because of the limited vision of community leaders. Their views may vary depending on their economic, political, and cultural roles.

Another component of the Social Profiles is made of up supplemental readings about migrants coming to big cities or to rural areas. These stories reflect a wide spectrum ranging from success to dismal failure, and will give students an opportunity to analyze the reasons for these outcomes.

The Social Profile will always be an unfinished document. Citizens, educators, and students must be involved in polishing the document from month to month and from year to year. Their task should be to put facts and opinions into clearer focus. Their task should be to keep the Social Profile up to date so that it will stimulate the social studies curriculum to meet present needs.

These are the tools to be used by the community and the school system.

THE USE OF THE SYSTEM-BASED CURRICULUM

The Social Profile is a useful tool for educational decision-makers because it shows how the forces inside and outside of the community affect the well-being of people, rich and poor, young and old.

The educational decision-makers may be Boards of Education, Educational Accountability Committees, and in some cases, voluntary Citizen Advisory groups, which are formed to help shape the curriculum of the school system.

The Social Profiles are studied by any or all of these groups in the following progressive stages:

Stage 1: The citizens' groups will study the community's Social Profile and related materials in order to identify educational goals. The Committees may invite resource persons to explain, elaborate and check the accuracy of the Profile, and to test community reactions. The study of the Social Profile may take ten weekly sessions.

Stage 2: Members of the Committees should correct inaccuracies. If there are sharp differences of opinion, some members may express their differences as footnotes or as minority views in the appendix. This is the procedure followed by members of the Committee for Economic Development, which is made up of leading businessmen and professional economists.

During Stages 1 and 2, the Committee will develop an image of the community, and discover how such an image of past, present and future will affect the destiny of youth in the community.

Stage 3: The Committee will identify educational goals of its community. A community may identify its educational goals in the following manner:

1. Students shall develop greater community awareness to increase their personal options and improve their citizenship responsibilities. Community study will be a part of the social studies curriculum at all grade levels, K-12.
2. To make learning more meaningful, the academic program must be combined with community work experiences commensurate with the special talents of the students. This combination of school and work experiences will excite students to prepare themselves for the future.

3. To make learning more meaningful, the community shall be used as a laboratory for learning.
4. The school administration shall maintain records of graduating students' future educational and occupational choices to assist current students in future options.
5. Schools should increase student awareness of the forces which generate change in the community and in the rest of the world, and how these uneven rates of change affect the options of youth in the home community and in other communities.
6. Students should become aware that changes create inevitable conflicts within the individual, between individuals and groups, and between the community and the rest of the world. Students should become more aware that some conflicts are beneficial and some are harmful, and how they can learn to manage these conflicts.
7. Schools must help students develop awareness of how changes affect the quality of life.
8. The schools and the community must help students to relate themselves better to the older generation ('grandfather generation') who experienced much more rapid changes, and challenges to adjust than the present generation, which lives in the perpetual present.
9. School systems must build a bridge between national social studies curriculums and their communities.
10. The Community Social Profile should be fully utilized in the K-12 social studies programs.
11. Students should be trained in the skills of developing and updating a Community Social Profile.
12. The school system should work cooperatively with the community to develop "Other Community" awareness in the students to assist their adjustment to the trauma of dislocation.
13. The students' "Goal Awareness" should be developed as an individual and as a citizen, and he/she should be taught how to weigh these goals in terms of cost and benefit. Many of these goals cannot be measured in monetary terms.

Stage 4: Dialogue opens between the Committee and the school system concerning the educational goals. The school system will identify those goals that are already in the process of being implemented, those that are accepted but not implemented, and finally, those that offer a new challenge to the educational system. Out of this dialogue a document will be prepared, "Educational Goals for Individual and Social Competence."

Stage 5: Social Science Curriculum Committees translate educational goals into K-12 curriculum goals. The curriculum goals must relate to the family, the neighborhood, the city, the regions, U.S history, social problems, career development, and citizenship.

Stage 6: Teachers translate curriculum goals into classroom activities that promote the following objectives:

1. The activity should increase the insight of students with regard to the operation of the economic, political, and cultural systems in the home community.
2. The activity should increase the insight of students with regard to the operation of the economic, political, and cultural systems in the complementary communities.
3. The activity should improve the choice-making capabilities of youth in terms of migration and settlement.
4. The activity should enable the student to weigh the costs and benefits of future career and residential choices.
5. The activity should help students gain a better insight into the future.
6. The activity should increase students' self-awareness as individuals and as citizens.
7. The activity should increase students' abilities to adjust to changes in time and space.
8. The activity should help to increase students' abilities to behave appropriately in social situations of different complexities.
9. The activity should help to give students insights as to whether social conditions (economic, political, and cultural) are improving or deteriorating.

10. The activity should help to explain how the dominant values shape the culture of the community, how it affects social cohesion, and how conflicts may be resolved.

These activities will promote student awareness in the following areas:

1. Value awareness:

Students should be able to identify what is a good community. How do their judgments compare with adults' judgements? What are the reasons for these differences? How does the community live up to the ideal of a good community.

Students should be able to identify priorities for themselves and for their communities. The class may discuss reasons for differences in priorities among the students and how the priorities compare with realities.

2. Social reality awareness:

Students should systematically post headlines on the bulletin boards and discuss their relevance for individual and social decision-making. They may discuss how these headlines may affect their own future and the future of the community.

Students may also prepare a special bulletin board on which they post articles and photographs reflecting symptoms of community conflicts, analyzed and classified according to causes such as: group disagreement about goals, feelings of group superiority, feelings that the actions of one group infringe on the welfare of another group, and so forth.

3. System awareness:

Students should be able to discover that everything relates to everything else, such as the impact of world hunger on a farming community, or the relationship between the energy crisis and the level of income and employment in a coal-producing community, and so forth.

4. Problem awareness:

Students should use the scientific method in their analysis of community problems by applying the following steps:

Symptoms of the problem: outward manifestation in the community that something is wrong.

Aspects of the problem: the economic, political, ethical dimensions of the problem. Students should be able to argue why society should be preoccupied with the problem. What are the dangers if the community ignores the problem?

Definition of the problem: the definition indicates a gap between the goal commitments of the community and the social reality. For example: How can we increase the opportunities for high school graduates in our community? How can the community provide life experiences for the youth which will prepare them both for adulthood in the home community and in other communities? How can the community assure continuity of income for those who are exposed to the physical and economic hazards of old age, death of the breadwinner, disability, accident, and involuntary unemployment? How can the community increase job opportunities for youth graduating from high school or from college?

Scope of the problem: Students should be able to gather and explain statistical information which reflects the magnitude of the problem.

Causes of the problem: Students should be able to apply the analytical tools of the social sciences to explain the causes of the problem. The contrast between price competition under pure competition and under oligopolistic competition will help to explain the unfavorable terms of trade between agricultural and industrial communities. The degree of "adding value" to raw materials in any one community will explain the difference in standard of living in Appalachia and Michigan. The theory of conflict resolution will help to explain the reasons for polarization between social groups in some communities and the ways to manage such conflicts. Awareness of the political and social forces which shape the personality of individuals to learning will help youth to understand how to adjust to changes in time and space.

Solution of the problem: Students should be able to investigate the roles that different segments of society play in solving the problems: of individuals, of voluntary groups, of local, state, and federal governments. The students should be able to weight the costs and benefits and the effectiveness of various measures now in force and those recommended for the future.

5. Time awareness:

Students should read the history of the community and identify those forces such as population, employment, school enrollment and value of products produced, that shaped contemporary economic, political and cultural problems of the community.

6. Spatial awareness:

Students should be able to relate topography, climate, availability of resources, fertility of soil to the economic opportunities, density of population, cultural isolation, or openness of the community.

7. Work awareness:

The social science curriculum should offer an opportunity to young people for work situations that will enable them to experience responsibilities that affect others. The work situation can involve interdependent and collective tasks, experience with others of different backgrounds and age. It is important that the prospective employer be willing to invest time in training and to respect the goals of the young person. The work situation awareness should stimulate the youth to discover:

--the relationship between values and job commitment;
--the relationship between job satisfaction and career choice;
--the opportunities for vacational and intellectual development related to the work situation;
--the importance of harmonizing job anticipation and realization;
--the importance of striving for excellence;
--the relationship between training and education and the available options;
--the costs and benefits of staying or leaving the community.

Organizational responsibility for the development of youth can be taken by business firms, government organizations, and non-profit organizations including the performing arts. The responsible agents can be both unions and professional associations.

8. Leisure awareness:

The late entry of youth into the labor market and the early retirement from the labor market places a heavy responsibility

on the community and the school system to develop a leisure awareness. Students should investigate how science and technology contributed to the separation of youth from the labor market and how increasing productivity has resulted in early retirement. The students should discuss the question: How can they prepare themselves for the use of free time so that they can live a richer life?

Classroom activities to stimulate awareness could be classified into three areas:

a. Development of hobbies so that the students can develop talents and creativity and thereby can offset the desire for consumerism. Schools should have hobby competitions and exhibitions starting with the first grade.

b. Sports competition that shift the emphasis from spectator to participating sports.

c. Volunteering for and involvement in community projects to improve the physical appearance of the community, to improve human relations, to expand educational horizons, and to participate in the political process.

Leisure awareness should develop greater self-reliance and immunity against becoming "driftwood."

9. Future awareness:

Students should be aware of the forces that will affect the future of the community and, therefore, their options in the community. For example, students may publish a newspaper dated March 1, 2000. The class could divide into editorial groups. An Historical Committee could prepare articles about the years 1975 to 2000. The articles may deal with the economic, political, and cultural dimensions of the community during those years. Students might extend present trends in population, labor force, income and income distribution, and age distribution into the future.

10. Knowledge awareness:

The teacher must develop knowledge awareness for the student. Students must develop a respect for analytical thinking. They must know how to apply the fundamental ideas of the social sciences to the real world. The fundamental ideas of six social-science disciplines--economics, political science, sociology, social anthropology, social psychology, and the search for justice--follow in Supplement One.

These same structures of knowledge are the foundations for the Colorado System-Based Curriculum Project and are used as a framework of reference for the development of classroom activities.

11. Relatedness of knowledge awareness to Community Social Profile:

To build a bridge between the theoretical structures of the social science disciplines and the Social Profile of the communities, the fundamental ideas of the social sciences must be related first to the childrens' experiences. Experiments have shown that young peoples' experiences are potentially so meaningful that the fundamental ideas of the social science disciplines can be related, in every grade, with increasing depth and complexity, to these experiences. Out of the presentation of these fundamental ideas, the organic curriculum emerges.

Themes, in every grade, must be selected in such a manner that the total educational experience will reflect all of the social science disciplines. For example, a concept basic to economics can be illustrated in any specific Profile: the economic base of the community determines and limits the economic choices of individuals. The study, in the first grade, of the father's occupation will invite the use of the fundamental ideas of economics and sociology, and so on. In political science, the concepts illustrated might include the idea that the distribution of political power in a community determines social priorities in the community.

Secondly, the fundamental ideas of the social sciences must be related to the Profiles of the communities themselves. The application of these fundamental ideas to the community is presented on the following Chart, and in Supplement Two.

SYSTEM-BASED SOCIAL SCIENCE CURRICULUM

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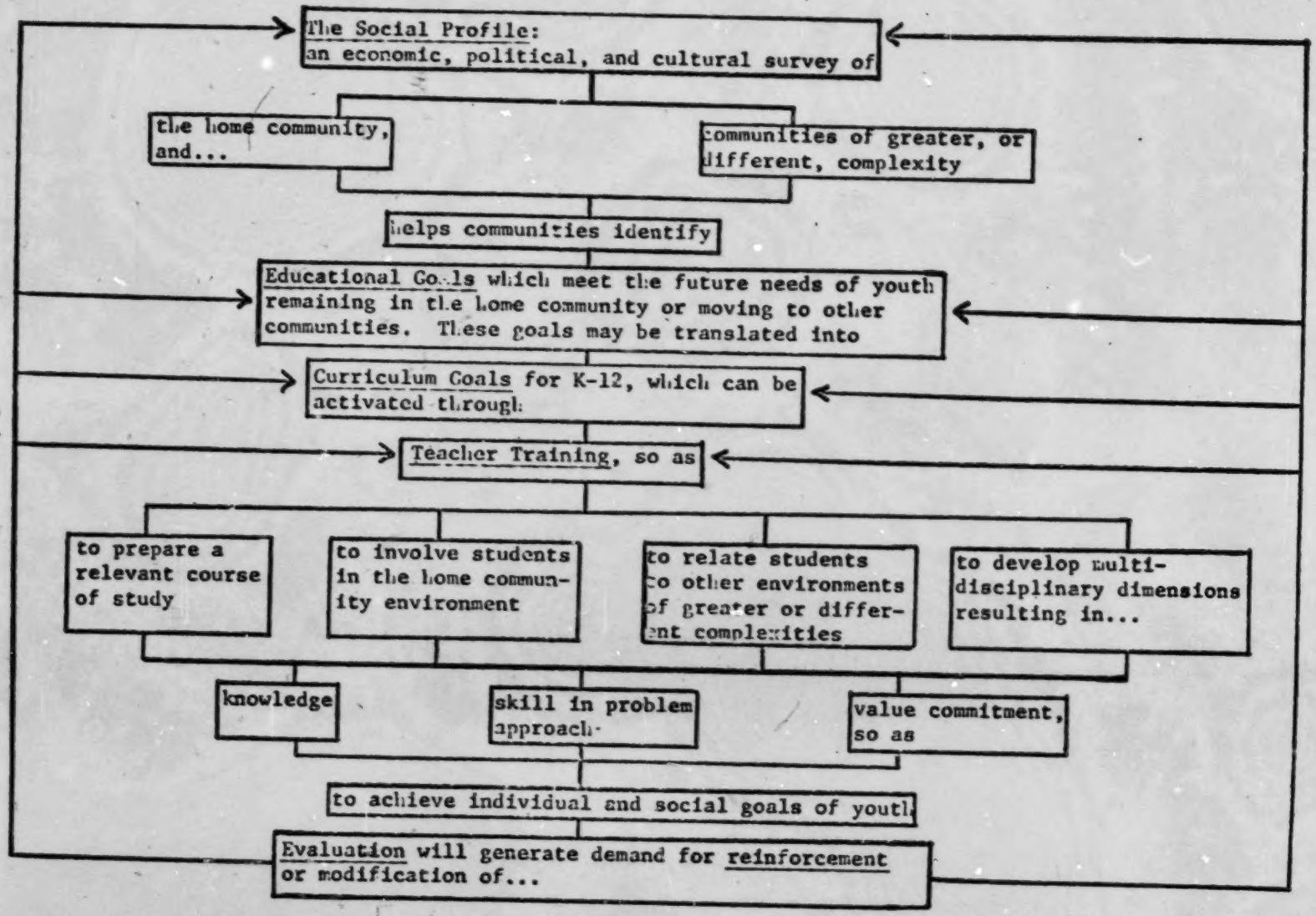

The Social Profile: an economic, political, and cultural survey of
the home community, and...
communities of greater, or different, complexity
helps communities identify
Educational Goals which meet the future needs of youth remaining in the home community or moving to other communities. These goals may be translated into
Curriculum Goals for K-12, which can be activated through
Teacher Training, so as
to prepare a relevant course of study
to involve students in the home community environment
to relate students to other environments of greater or different complexities
to develop multi-disciplinary dimensions resulting in...
knowledge
skill in problem approach
value commitment, so as
to achieve individual and social goals of youth.
Evaluation will generate demand for reinforcement or modification of...

PRESENT STATUS OF THE PROGRAM

A year has passed since the National Science Foundation approved our grant application to introduce System-Based Curriculum in Colorado. Although the grant committed us to work with two communities, we have selected three locations because of the complementary social characteristics of these communities. We have chosen:

1. The North Fork Valley, Colorado
   Population: 5,000
   Location: Western slope of the Rockies along the North Fork of the Gunnison River.
   Economic Base: Orchard growing, ranches, and expanding coal mining.
2. Rocky Ford, Colorado
   Population: 5,000
   Location: Fifty miles southeast of Pueblo in the Arkansas River Valley.
   Economic Base: Agriculture, including canteloupe, sugar beets, and seeds.
3. Pueblo, Colorado
   Population: 120,000
   Location: South Central Colorado, 120 miles south of Denver
   Economic Base: Steel and related industries, truck farming.

During the summer months we had meetings in each of the three communities with the Superintendents of Schools and their staffs, and with members of the Boards of Education. In these meetings, we developed the following operational strategies:

1. We conducted interviews to collect the thinking of the people about the past, present, and future of the community. These "cross section" interviews serve as a guideline about the feelings of the community concerning tradition and change. Most of the interviews have been taped and may serve as instructional materials.
2. We have collected stories about youth migrating into other communities. These stories reflect the following categories, according to the degree of success or failure in the community:

Thrivers; Stumblers; Strugglers; Losers.

3. We prepared guidelines to identify educational goals, curriculum objectives, and classroom activities based on the Social Profiles.
4. We used this information to develop the following products:
   a. Social Profile of each community;
   b. Appendix for each Profile;
   c. Classroom activities;
   d. Curriculum guides.
5. The Social Profile for each community incorporated the following points:
   a. Physical environment of the community;
   b. History of the community;
   c. People of the community;
   d. Economic characteristics of the community;
   e. Economic issues;
   f. Political characteristics of the community;
   g. Political issues;
   h. Cultural characteristics of the community;
   i. Future of the community.
6. We prepared an audio-visual presentation for each of the three communities.

We conducted the following activities:

1. A three-day meeting was held in each community, involving our staff and the area's educational leaders in order to launch the Community Based Curriculum Program in that community. During the three days, the staff worked with the teachers to develop teaching units; with students to demonstrate how to relate social studies concepts to their experiences; with citizens' groups to help them identify educational goals; and with business leaders and government officials to prepare for an environment where youth will gain meaningful community experiences. These meetings were held in Paonia, Rocky Ford and Pueblo.
2. On December 15, 1975, the Advisory Board of the System-Based

Curriculum Project held a day-long meeting in the Conference Room of the Colorado State Department of Education in Denver. In addition to the members of the Board, the meeting was attended by the Commissioner of Education, by the field directors of the Department, and by interested faculty members of the University of Colorado. The purpose of the meeting was to present the project to the Board, to exchange ideas, and to identify strategies for the future.

3. Follow-up programs took place during the spring when teachers launched their classroom projects. At this time, the staff met the Citizens' Accountability groups that studied the Social Profiles for the purpose of identifying educational goals. Evaluation sessions in the late spring will serve to improve the Social Profiles and their components based upon the experiences of the staff.

It is hoped that this exploratory phase can be followed up with a developmental phase which will enable us to expand the number of communities, including metropolitan areas, serving as models. We also hope to prepare a publication describing the national applications of the System-Based Curriculum concept.

It is very satisfying to report that the project has the strong support of all three communities, their school systems, and the local media. The greatest concern of the staff is the pressure of time and the uncertainty of future funding.

AGENDA FOR THE FUTURE

On December 15, 1975, the Colorado System-Based Curriculum Advisory Board discussed action programs and developed an agenda for the future. Some of the most important suggestions are listed below:

1. Development of a national model for the preparation of community social profiles in local communities.
2. Preparation of additional social profiles in 1976-1977 with particular emphasis upon metropolitan areas and planned communities.
3. Preparation of fictionalized social profiles, based on case studies, for use as models for other communities.

4. Improvement of interview techniques to ascertain students' image about the future and their plans for the future.
5. Development of curriculum material simulating experiences in communities complementary to the home communities.
6. Development of a staff training ket explaining the use of social profiles for decision-making. The kit will be prepared for use by school administrators, teachers, and community leaders serving on school advisory or policy-making committees.
7. Development of an experimental course for teacher-training institutions on the preparation and use of social profiles for decision-making.
8. Initiation of a workshop for members of the local Educational Accountability Advisory Boards on "Identifying Educational Goals for the Future of Youth."
9. Institution of an annual regional conference for youth and educators from rural, urban, and suburban communities entitled, "How to Prepare Youth for the Future."
10. Preparation and testing of a manual to assist communities in developing social profiles and a community-based social science curriculum.
11. Preparation of an annotated catalog of community work experiences classified according to unskilled, semi-skilled, skilled, and professional occupations.
12. Initiation of experimental programs to demonstrate how to develop an interaction between work, knowledge, and "future awareness."

If some of these ideas expressed in the Agenda were translated into a program, the design could be the proper response to a national concern dramatically expressed in the 1965 "Economic Report of the President's Economic Council" which stated:

> "Rural-urban migration has created problems of adjustment for the migrants and for the areas receiving them. Existing urban educational systems, social groupings, and economic structures have been unable to absorb smoothly the rapid influx of the poor, uneducated, and unskilled among the rural migrants.
>
> "Many have found it difficult to adjust to the new economic and social environment. Because they lack skills, they are

handicapped in an industrial society which is increasingly replacing unskilled labor with skilled labor and machines.

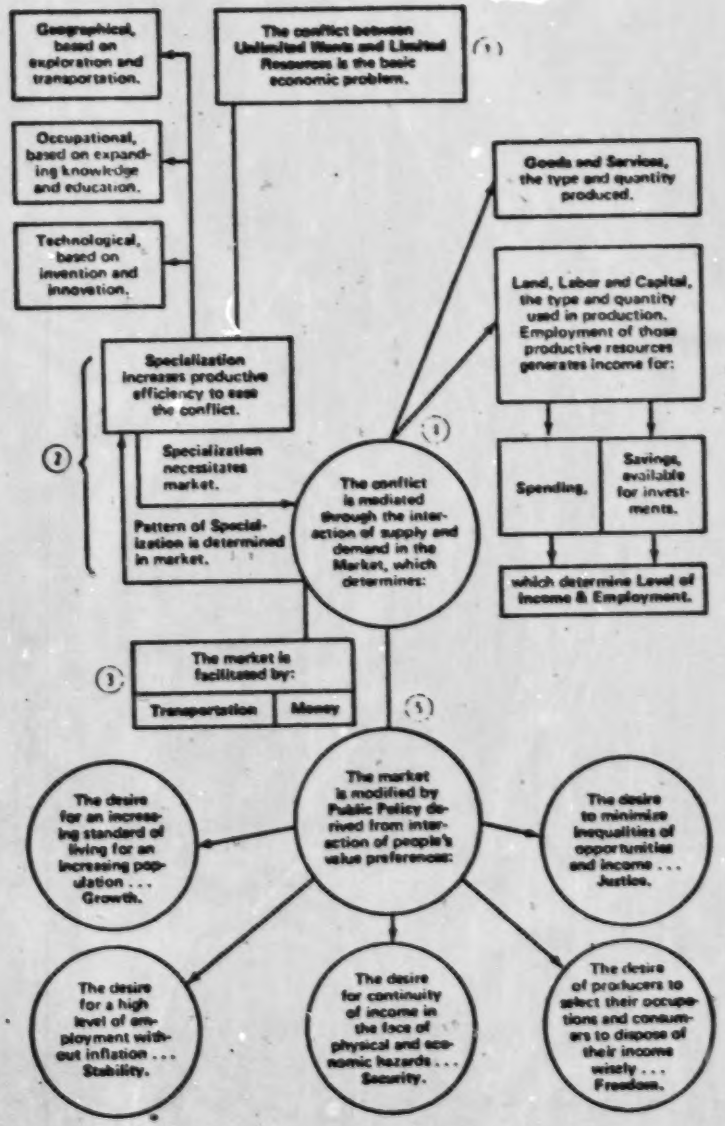
"They become victims of impersonal business fluctuations which affect most heavily the younger, the less-skilled, and the non-white workers. And, if unemployed, they cannot fall back for food and shelter on the extended-family system of a traditional rural society."

Since this statement was written in 1965, the time and space mobility of the youth has increased. Today the direction of migration is not as clear-cut as it was eleven years ago. The metropolitan and rural school systems must enter into a new alliance to prepare youth for the steadily changing environment in time and space. The Community Social Profile System, if adopted for wide use, can make a major contribution in helping to prepare youth for their futures.

SUPPLEMENT ONE

Fundamental Ideas
in the Social Science Disciplines

FUNDAMENTAL IDEAS OF ECONOMICS


Geographical, based on exploration and transportation.
Occupational, based on expanding knowledge and education.
Technological, based on invention and innovation.
The conflict between Unlimited Wants and Limited Resources is the basic economic problem.
(1)
Specialization increases productive efficiency to ease the conflict.
(2)
Specialization necessitates market.
Pattern of Specialization is determined in market.
The conflict is mediated through the interaction of supply and demand in the Market, which determines:
(4)
Goods and Services, the type and quantity produced.
Land, Labor and Capital, the type and quantity used in production. Employment of those productive resources generates income for:
Spending.
Savings, available for investments.
which determine Level of Income & Employment.
(3)
The market is facilitated by:
Transportation
Money
(5)
The market is modified by Public Policy derived from interaction of people's value preferences:
The desire for an increasing standard of living for an increasing population . . . Growth.
The desire for a high level of employment without inflation . . . Stability.
The desire for continuity of income in the face of physical and economic hazards . . . Security.
The desire of producers to select their occupations and consumers to dispose of their income wisely . . . Freedom.
The desire to minimize inequalities of opportunities and income . . . Justice.

(1) The central idea of economics is the scarcity concept, namely, that every society faces a conflict between unlimited wants and limited resources.

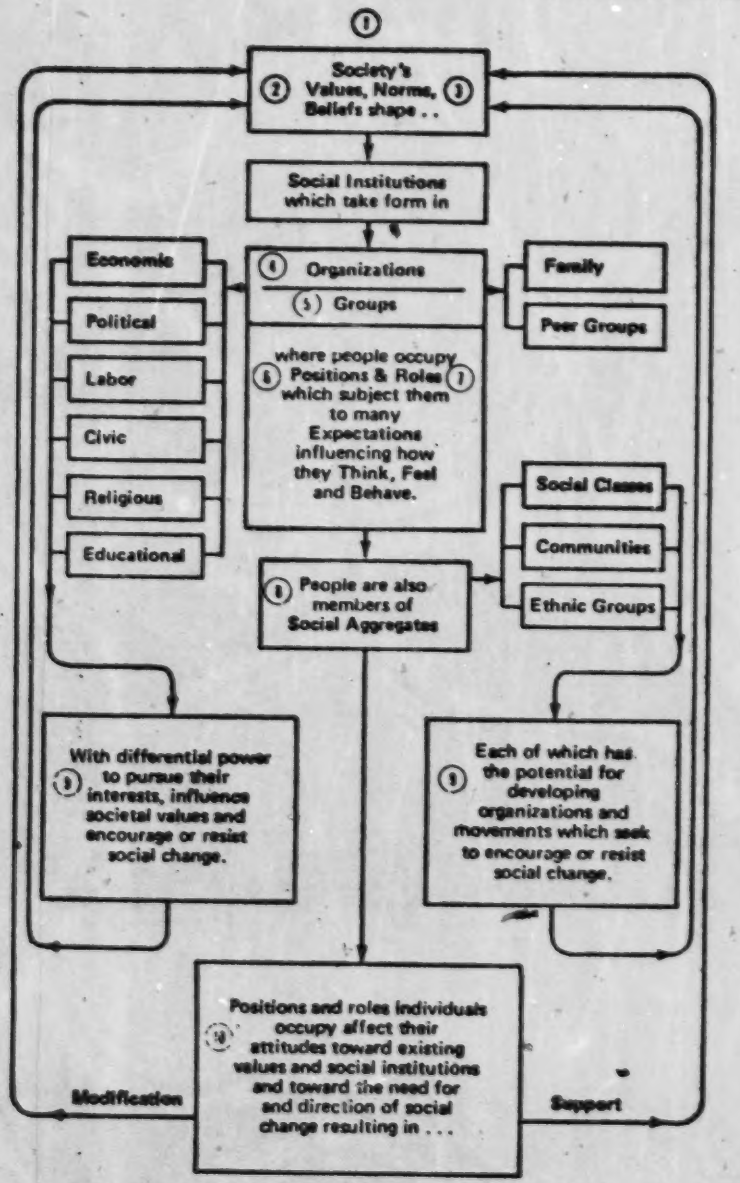
(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the method of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.

FUNDAMENTAL IDEAS OF SOCIOLOGY


(1)
Society's (2) Values, Norms, (3) Beliefs shape . .
Social Institutions which take form in
Economic
Political
Labor
Civic
Religious
Educational
(4) Organizations
(5) Groups
where people occupy (6) Positions & Roles (7) which subject them to many Expectations influencing how they Think, Feel and Behave.
Family
Peer Groups
Social Classes
Communities
Ethnic Groups
(8) People are also members of Social Aggregates
(9) With differential power to pursue their interests, influence societal values and encourage or resist social change.
(9) Each of which has the potential for developing organizations and movements which seek to encourage or resist social change.
(10) Positions and roles individuals occupy affect their attitudes toward existing values and social institutions and toward the need for and direction of social change resulting in . . .
Modification
Support

The theoretical structure of Sociology has been developed with Professor Robert Perrucci of Purdue University.

(1) Human societies exhibit patterned social behavior that can be described and explained.

(2) Much of the human behavior is guided by shared values that people voluntarily follow.

(3) Also, much human behavior is guided by a set of norms and beliefs that people follow under the threat of punishment or promise of reward.

(4) One important part of the social system is organizations. People work together in organizations to achieve specific goals.

(5) Another important part of the social system is groups. People come together informally—some to strengthen their common values, some to strengthen their emotional identification.

(6) Organizations and groups have many positions that people fill. Positions are more formal in organizations than in groups.

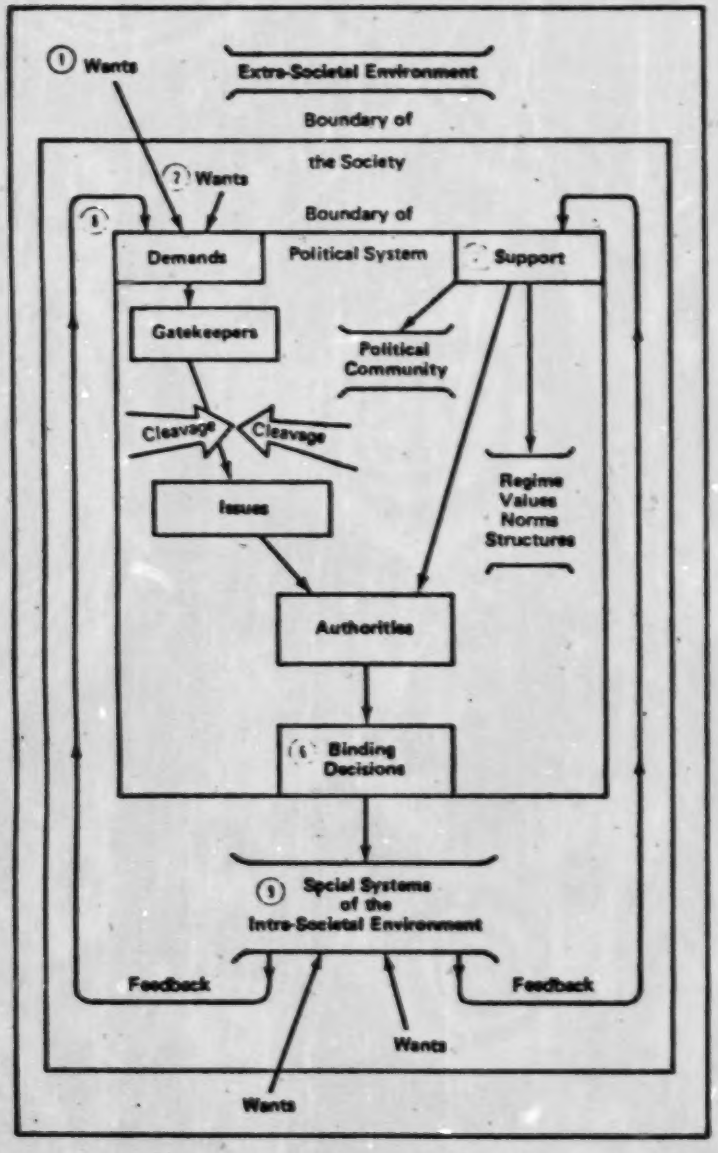
(7) The unique way a person fills a position is his role. People play roles differently depending on other people's expectations and on their own attitudes, personalities, and life experiences.

(8) Another important part of the social system is social aggregates. Social aggregates consist of people who have many socially significant characteristics in common and therefore have the possibility of developing organizations for social action.

(9) Two types of forces tend to shape organizations and social aggregates. Some forces lead to stability and regularity, such as recognition of complementarity, isolation of one organization from another, compromise, and submission. Other forces lead to tension and strain, such as uneven distribution of values and power that may result in human rights revolutions.

(10) Values, norms, beliefs, organizations, groups, positions, roles, and social aggregates influence human behavior and the makeup of the social system resulting in support or modification.

FUNDAMENTAL IDEAS OF POLITICAL SCIENCE



The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

(1) Members of society have many wants, which they hope to satisfy.

(2) Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

(3) As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

(4) The screening process operates through formal or informal organizations. These organizations act as gatekeepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

(5) The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

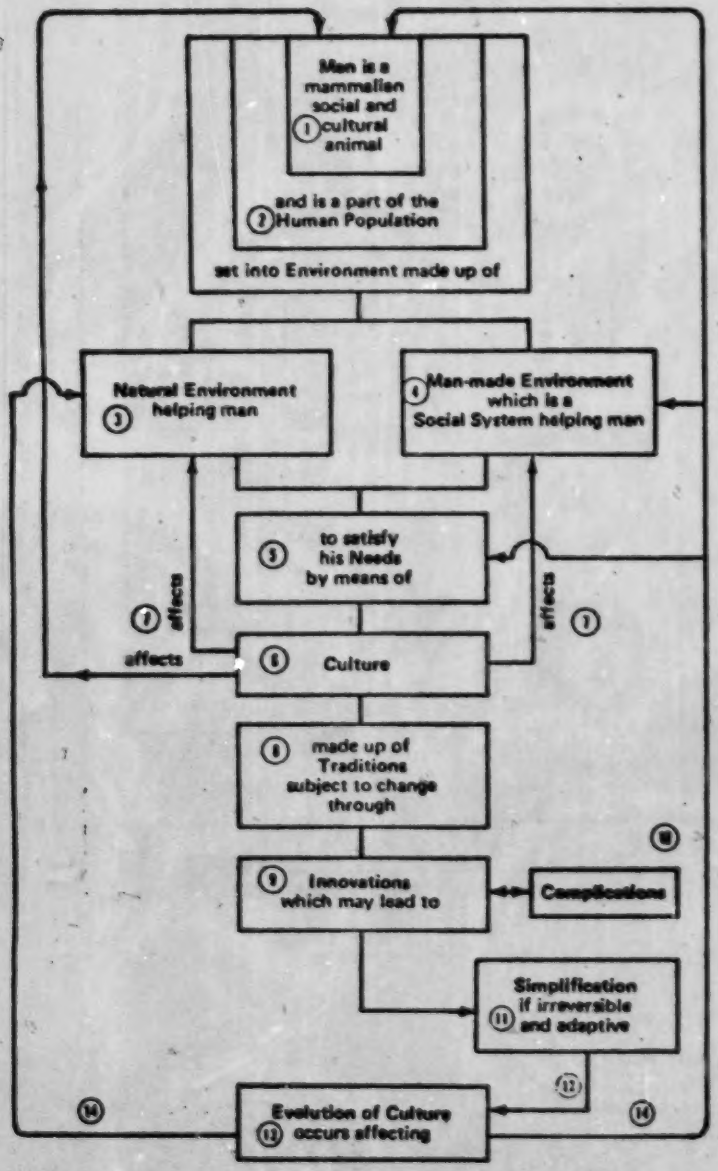
(6) The binding decisions affect the social systems and the participants in them, generating positive or negative support.

(7) The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

(8) The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

(9) The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

FUNDAMENTAL IDEAS OF ANTHROPOLOGY



The theoretical structure of Anthropology has been developed with Professor Paul Bohannan of Northwestern University.

(1) Man may be looked upon as a mammalian, social, and cultural animal.

(2) Man is a member of the human population.

(3) The human population lives in an environment—a natural environment and a man-made environment.

(4) The man-made environment represents a social system.

(5) The purpose of a social system is to satisfy man's needs.

(6) The structure and functioning of the social system are shaped by man's belief system called culture.

(7) Culture affects the natural as well as the man-made environment and also affects man and his needs.

(8) Culture is made up of many traditions that are the result of accumulated knowledge, artifacts, and customs.

(9) To meet his culturally limited goals, man innovates (invents and borrows inventions). Innovations challenge tradition and the social system.

(10) If innovation leads to complications, the social system generates further innovations.

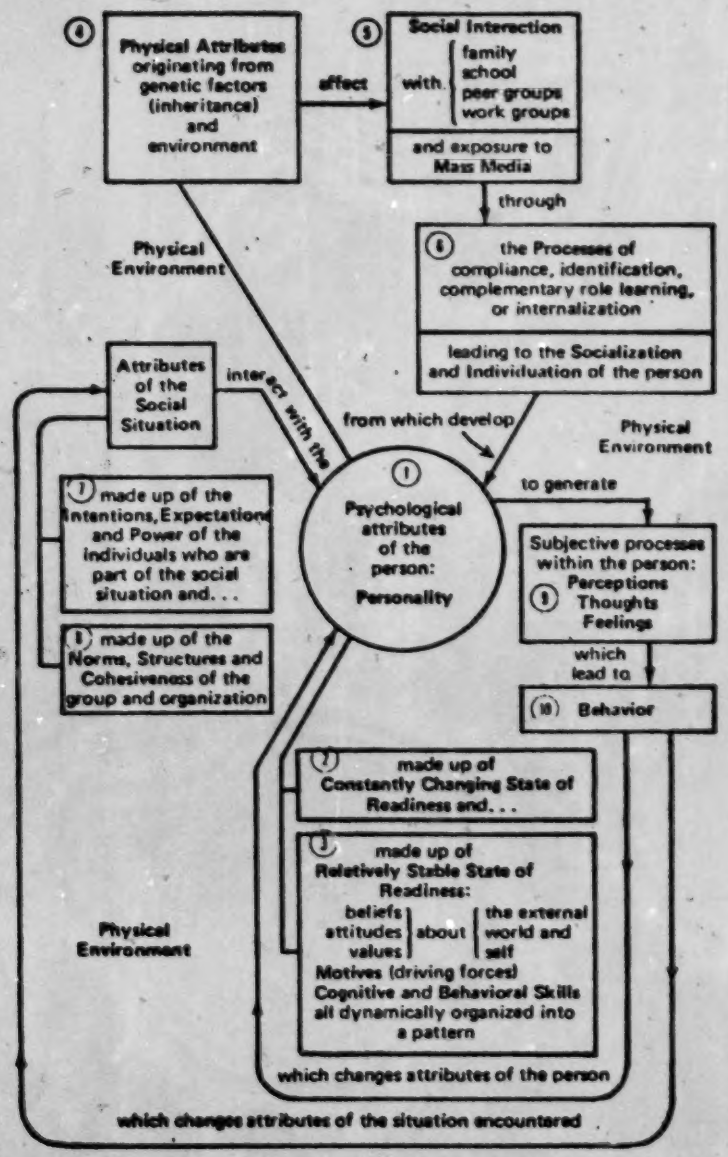
(11) Further innovations may lead to simplification.

(12) The innovation may become irreversible.

(13) If the simplified innovation improves man's chances of survival, then innovation becomes adaptive and evolution of culture occurs.

(14) Evolution of culture may change the natural and man-made environment, and it may change man and his needs.

FUNDAMENTAL IDEAS OF SOCIAL PSYCHOLOGY


④ Physical Attributes originating from genetic factors (inheritance) and environment
affect
⑤ Social Interaction with family, school, peer groups, work groups and exposure to Mass Media
through
⑥ the Processes of compliance, identification, complementary role learning, or internalization leading to the Socialization and Individuation of the person
Physical Environment
Attributes of the Social Situation
interact with the
from which develop
Physical Environment
① Psychological attributes of the person: Personality
to generate
⑦ made up of the Intentions, Expectations and Power of the individuals who are part of the social situation and...
⑧ made up of the Norms, Structures and Cohesiveness of the group and organization
Subjective processes within the person: ⑨ Perceptions Thoughts Feelings
which lead to
⑩ Behavior
⑦ made up of Constantly Changing State of Readiness and...
③ made up of Relatively Stable State of Readiness: beliefs, attitudes, values about the external world and self
Motives (driving forces)
Cognitive and Behavioral Skills
all dynamically organized into a pattern
Physical Environment
which changes attributes of the person
which changes attributes of the situation encountered

The theoretical structure of Social Psychology has been developed with Professor Donald Weatherley of the University of Colorado.

(1) Every person has a personality, an inner state of readiness to respond to social situations in a unique way.

(2) Personality is made up of a constantly changing state of readiness that enables a person to adapt to changing social situations.

(3) Personality is also made up of a relatively stable inner state of readiness, which is influenced by a person's image of the world and himself. This image is influenced by a person's beliefs, attitudes, and values and by his motives and cognitive and behavioral skills.

(4) Personality is shaped by physical attributes and an individual's interaction with others. Physical attributes originate from genetic factors and the environment.

(5) Physical attributes affect a person's social interaction with family, school, peer groups, and work groups. Exposure to mass media also affects the development of a personality by providing "heroes" and temporary escape from reality, and by reaffirming dominant cultural values.

(6) Social interaction influences personality through the process of social learning: learning through rewards and punishments, imitation, the desire to compliment others' behavior, and learning because something makes sense. This leads to socialization and individualization of the person.

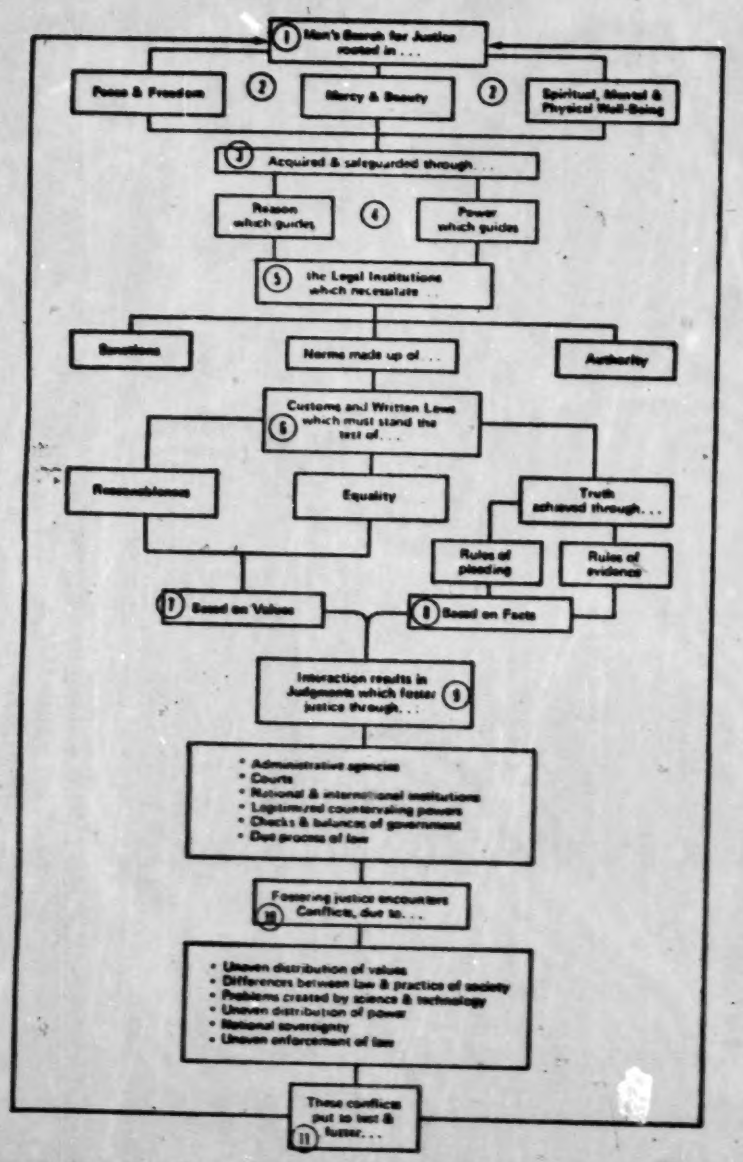
(7) A person's reaction to another person in a social situation will depend on his personality and the other person's intentions, expectations, and power.

(8) A person's reaction to an organization or group will depend on his personality and the norms, structures, and cohesiveness of the organization or group.

(9) A person in a given social situation generates perceptions, thoughts, and feelings.

(10) Perceptions, thoughts, and feelings lead to behavior. A person's behavior in a social situation continually changes that situation. Social behavior also affects and changes an individual's personality.

FUNDAMENTAL IDEAS OF LAW AND THE SEARCH FOR JUSTICE


(1) Man's Search for Justice rooted in . . .
Peace & Freedom
(2)
Mercy & Beauty
(2)
Spiritual, Mental & Physical Well-Being
(3) Acquired & safeguarded through . . .
Reason which guides
(4)
Power which guides
(5) the Legal Institutions which necessitate . . .
Sanctions
Norms made up of . . .
Authority
Customs and Written Laws which must stand the test of . . .
(6)
Reasonableness
Equality
Truth achieved through . . .
Rules of pleading
Rules of evidence
(7) Based on Values
(8) Based on Facts
Interaction results in Judgments which foster justice through . . .
(9)
• Administrative agencies
• Courts
• National & international institutions
• Legitimized countervailing powers
• Checks & balances of government
• Due process of law
Fostering justice encounters Conflicts, due to . . .
(10)
• Uneven distribution of values
• Differences between law & practice of society
• Problems created by science & technology
• Uneven distribution of power
• National sovereignty
• Uneven enforcement of law
These conflicts put to test & foster . . .
(11)

The theoretical structure of Law and the Search for Justice has been developed with Professor Joseph Lazar of the University of Colorado.

(1) One of man's most noble qualities is his search for justice.

(2) Justice cannot be obtained unless the members of society enjoy peace and freedom, possess a sense of mercy and beauty, and have a concern for society's spiritual, mental, and physical well-being.

(3) Supported by these qualities, justice may be acquired, and safeguarded, through reason and possession of power.

(4) Reason and power guide the establishment, operation, and change of legal institutions.

(5) Legal institutions necessitate sanctions (reward and punishment); norms (standards of behavior); and authority (power to enforce obedience).

(6) Norms are made up of customs and written laws. Both must stand the test of reasonableness, equality, and truth.

(7) Reasonableness and equality are based on values. They cannot be determined by objective standards.

(8) Truth is based on facts. Truth may be achieved through rules of pleading (the process of assertions and counterassertions) and rules of evidence (the testing of the validity of assertions and counter-assertions).

(9) Interaction between reasonableness and truth results in judgments that foster justice through a variety of institutions and balancing powers.

(10) Fostering justice may be hindered by conflicts due to many factors.

(11) These conflicts put to test and stimulate man's search for justice.

SUPPLEMENT TWO

Knowledge Objectives of the Profile-Based Curriculum
by Discipline

SUPPLEMENT TWO

Knowledge Objectives of the Profile-Based Curriculum by Discipline

I. Economics

A. The economic base of the community determines and limits the economic choices of individuals.

B. The economic base of the community, as it relates to other communities, determines the flow of human and non-human resources among communities.

C. Every individual considering migration must weigh the economic costs and benefits of his or her decision, recognizing that many costs and benefits of migration cannot be expressed in monetary terms.

D. The economic base of the community is affected by science and technology, and by the community's attitude toward new ideas.

E. Because of the growth of science and technology, the composition of the American labor force has shifted from unskilled to skilled labor, and from goods-producing towards service-producing industries. This shift affects the employment opportunities of youth, both at home and in other communities.

F. Changes in the economic base of the community may result in the economic growth or decline of the community.

G. Differential rates of economic change in communities stimulates migration between communities.

H. Imperfections in the migration pattern due to lack of knowledge, appropriate job training, or differing personal values may create serious problems for migrating youth.

I. An understanding of how the economic system functions within a community is essential if young people are to become successful, participating members of the economic life of the community.

II. Political Science

A. The distribution of political power in any community has a great influence on the economic and cultural development of the community.

B. The distribution of the political power in a community determines the social priorities of the community.

C. The reaching of community goals is determined in large part by the wealth of the community, by its tax structure, by the

nature of political leadership, by the distribution of political power, and by its ability and willingness to attract state and federal financial assistance.

D. The articulation of community goals is distorted by the indifference and lack of participation of some individuals in the political system.

E. The lack of political participation by the community's youth may lead to non-identification with the community and a desire to leave the community.

F. The extent of political participation in the community and influence exerted by special interest groups determine the distribution of power and the quantity and quality of the political output of the community.

G. It is an American tradition to accept responsibility voluntarily and to delegate responsibilities to the government only when individuals cannot achieve the defined social goals.

H. Communities are affected in varying degrees by decisions made by the state and federal government.

I. In order to participate in a community's political decision-making processes, young people must understand the political channels to be followed in expressing their own political viewpoints and demands.

III. Sociology

A. Values, norms, and beliefs guide the behavior of individuals and institutions.
   1. Values provide goals for action to the individual and to the community.
   2. Norms are the standard of behavior which people expect from one another. Values of the youth and the norms of the community may be in conflict with one another.
   3. Beliefs provide a certain way of seeing the world around us. At times, the religious beliefs of the community may be in conflict with scientific knowledge.

B. Institutions and organizations provide a blueprint for living, in most cases compelling varying degrees of conformity in thought and action.

C. Institutions in the community reflect some or all of the following values:
   1. Achievement and success
   2. Respect for work
   3. A particular moral outlook
   4. Humanitarian mores

5. Efficiency and practicality
6. Progress
7. Material comfort
8. Equality
9. Freedom
10. External conformity
11. Nationalism (patriotism)
12. Democracy
13. Respect of the individual personality
14. Group superiority
15. Belief in science and technology

D. Every community has certain dominant values generated by dominant institutions such as the family, churches, and business. The values of these institutions, at times, may be in conflict with one another.

E. Everyone occupies many positions and roles in institutions, organizations, and groups within the community.

F. Members of the community must learn how to deal with conflicting roles and values in the community.

G. Youth must learn how to reconcile their own values with values of the community.

H. Everyone has a need to belong to one or more social groups.

I. The greater the diversity of different roles occupied by members of the community, the less likely are conflicts to arise.

IV. Anthropology

A. People have social needs, and the satisfaction of these needs is guided by the dominant culture of the community.

B. New ideas brought into the community create conflicts between tradition and change.

C. The degree of receptivity to new ideas by members of the community affects young peoples' decisions to remain within, or leave the community.

D. In every community, the conservatism of the older generation and the willingness of the young to change creates cultural conflicts.

E. The greater the contrast between the culture of the community and the culture of other communities, the greater are the problems of adjustment for migrating youth.

F. The greater the contrast between the culture of the community and the culture of other communities, the greater are the problems of accepting new ideas coming from other communities.

G. Due to the mass media, many cultural differences between communities have been lessened.

H. Local land use patterns within the community reflect the priorities and values of the community.

I. Settlement patterns reflect the ethnic and class consciousness of the community.

J. The nature of the family structure, whether nuclear or extended, influences the transmission of heritage from one generation to the next. Extended families usually show a greater continuum of cultural heritage.

K. The heterogeneous versus homogeneous membership of voluntary organizations within a community is a measure of community segregation along racial, ethnic, or economic lines.

V. Social Psychology

A. The physical environment of the community helps to shape the personalities of the members of the community as does the social environment of the community.

B. In the social environment, learning takes place through the family, school, peer groups, work groups, and the mass media.

C. The process of learning takes place through compliance, identification, complementary role learning, and generalization.

D. The power of the physical and social environment and the processes of learning vary from community to community.

E. The composition of personality is made up of stable factors (values, beliefs, and attitudes), and unstable factors (moods).

F. The personality is composed of motives to satisfy needs.

G. The personality is composed of cognitive skills (reasoning), and behavioural skills (speaking, writing).

H. The composition of one's personality affects the ways that a person behaves in economic, political, or social situations in time and space.

I. Individuals endowed with different physical characteristics and nurtured in different social environments (slums, suburbs) display differences in personality in every community.

J. Education can play an important role in enabling students to adjust to social conditions and situations while, at the same time, preserving the integrity of the individual.

VI. The Search for Justice

A. Underlying all social relationships in American society are demands and expectations for justice.

B. Attitudes toward just and unjust behavior are established through social norms and are expressed through customs and written law.

C. Justice is sought through legal institutions which interpret written laws. These institutions have legitimacy and the authority to institute sanctions.

D. Written laws gain legitimacy through reasonableness, equity, and truth.

E. Truth in the legal process is sought through the rules of pleading and the rules of evidence.

F. In some communities, the search for justice is hindered or complicated by discrepant personal or cultural values, by an inequitable distribution of economic or political power, by discrepancies between written laws and the norms of society, by special problems created by science and technology, and by inequitable enforcement of the law.

G. Traditionally, injustice in America has been reduced through the political process and, in some cases, through recourse to civil disobedience. If neither of these processes are successful in reducing injustice, violence may result.

THE COMMUNITY SOCIAL PROFILE

John W. Muth
Project Coordinatory, CSBC Project
University of Colorado

A concern being voiced throughout American society today is that things are simply getting too big. We hear politicians railing against big government and overburdened bureaucracies that have lost touch with real human needs. We hear complaints that schools are too large and impersonal. We hear of social problems arising because young and old alike have lost touch with the concerns of their own communities, finding themselves well informed about national and international events while the social realities in their own towns and cities are largely unnoticed or misunderstood.

In education, there is a growing feeling that despite the time and money spent to educate America's young, young people today are no better prepared to face the complexities of modern society than they have ever been. Research and development projects designed to prepare curriculum materials for national distribution have attained an unprecedented degree of sophistication, yet at the same time, young people seem unable to translate and relate these curricula to their own personal experiences. This problem is especially acute in the field of social science education. Finding one's place in our complex social system is a difficult task even for adults, but for young people looking toward a changing and uncertain economic, political, and cultural future, the task of adjustment is even greater. Social science education can be a tremendous asset for young people in making the difficult choices and decisions that they must make if they are to become participating members of society, yet social science education has been severely limited in what it can offer young people.

It is true that present social science curriculum materials have advanced far beyond the rote learning of history and geography of the past. Young people today have the opportunity to explore the core social science disciplines, such as economics, political science, sociology, and anthropology, that was not offered in the classrooms

of the past. Undoubtedly, many young people today have a better understanding of the theoretical foundations of the social system than their parents. Yet when young people complete their formal education, they realize in short order that they do not live in a world of theory. They find themselves living in towns and cities with real local problems and real local opportunities, but this reality is something for which they have not been prepared. Their experience has too often been limited to a theoretical exploration of the social system, at a time when they need more than ever the practical tools for community living.

The purpose of a Community Social Profile is to bridge the widening gap between social science theory and community reality. It is a document prepared individually for each community, surveying the historical, physical, economic, political, and cultural dimensions of the community. In so doing, it shows the student how social science theories and concepts relate to the everyday experience of his or her own life. When the Community Social Profile is used to augment national curriculum materials, a marriage takes place between concept and reality. From this marriage, students gain two advantages. First is the down-to-earth knowledge about the social dimensions of the community itself--where jobs can be found, who holds political power and how the local political system operates, and what the cultural dimensions of the community are that lead to conflict and conflict resolution. The second advantage is equally practical. Since the American population today is the most mobile in history, young people must know more than how their own community's social system operates. They must also be informed about the social systems in other cities and towns to which they may migrate as adults. The development of Community Social Profiles in many communities could assist in easing the social dislocations caused by migration. A Community Social Profile of a metropolitan center, for example, could be effectively used in many classrooms in many rural communities in conjunction with their own profiles. This would give city-bound young people an advance preparation of what to expect when they move, as many do, to large metropolitan areas.

The need for community-based social science education is not a new one, and many attempts have been made to increase students' awareness of their own communities. Yet in most instances, these attempts have been frustrated by the lack of a comprehensive survey of the home community for use in classroom-related activities. Community-based projects now in use have other limitations as well.

One common approach to community-based education is what may be called the "touchy-feely" approach. Classroom activities of this kind encourage students to do such things as "Feel the grass and write an essay about your reactions to it," or, "Count the number of tall buildings downtown. How do tall buildings make you feel?" These kinds of activities do bring students some measure of involvement with their community, yet the unstructured method of investigation, and the uncertainty as to learning objectives, leaves a great deal of doubt as to their real social science applications.

At the other extreme are those projects that emphasize theoretical concepts to the extent that most teachers are themselves unable to relate them to the students. An example of this type of project is found in Economics and Our Community: A Resource Unit for Grades 4,5, and 6, a publication of the Joint Council on Economic Education. The emphasis here is indeed placed on academic rigour, but most teachers with less than an advanced degree in economics would find it difficult to understand the endless list of economic concepts, much less apply them in the classroom.

Between the two extremes of "touchy-feely" and theorectical overkill are a number of curriculum aids directed at the community. The Yellow Pages of Learning Resources, published by the Group for Environmental Education, provides a list of community individuals and institutions, such as the airport, the banker, the restaurant, and the city hall, and suggests questions that students might ask on field trips to each one of these. This method is helpful for providing answers to specific questions about the community, but there is no attempt to view the institutions as part of the entire social system, or to assess their relative importance in the community.

A more elaborate approach to community-based education is found

in such publications as Finding Community: A Guide to Community Research and Action, by W. Ron Jones. This book contains a series of readings on common city problems, followed by sample questionnaires that students can use to assess the social problems in their own community. This technique suffers from the same drawback afflicting all curriculum prepared for national distribution. "Typical" problems and conditions in one city may have different causes and solutions from city to city and even from neighborhood to neighborhood, and a simple survey of existing conditions can do little more than scratch the surface of community problems. While the readings-survey technique can bring students into a greater awareness of their communities, it cannot do much to elaborate on social science concepts as they apply to a more thorough appraisal of the community.

One of the better community-based curriculum projects now in use is the High School Geography Project, with its publication, The Local Community: A Handbook for Teachers. This project emphasizes the spacial dimensions of the community, with some treatment of location theory and the community's cultural and social dimensions. This project, however, requires extensive teacher preparation and commitment to a long-term classroom program. Many teachers have neither the background nor the time to devote to an activity that requires the teacher, once again, to translate general social science concepts prepared at a national level to the peculiarities of the home community.

It is here that the Community Social Profile can play a unique role in social science education. The Community Social Profile is a readable summary of the physical, historical, economic, political and cultural dimensions of a community. Since all of these dimensions are included in one document, the reader is able to see the community not as a jig-saw puzzle composed of discrete pieces, but rather as a system, where each dimension affects and is affected by all the other dimensions. Since the Community Social Profile in each community is accompanied by a series of classroom activities, teachers are not given the job of improvising locally relevant activities from national curriculum materials. Instead, the activities are directly related to information found in the Profile. Naturally, a document intended for

use by citizens and teachers cannot be comprehensive in the sense that it can compete with highly technical reports, available in most communities, that deal with specific community concerns. The purpose of the Community Social Profile is rather to provide a useful summary of the essential ingredients of a community's social system, and in so doing, to enhance the "social navigation" skills of the community's young people.

Because of the special requirements of a Community Social Profile, existing data sources found in most communities are not adequate, in themselves, to serve as profiles. At one extreme are publications by local development agencies and chambers of commerce designed to attract industry. These sources usually view the community through a rose-colored glass, ignoring social problems, and giving a limited picture of the community. At the other extreme are statistical sources, such as census data. These can provide valuable information about the community, but they require additional analysis and interpretation. Many communities, especially larger ones, have local government publications that address particular community issues. These are often highly technical reports dealing with topics such as urban renewal, economic development plans, or crime. These are very valuable sources of information, yet they must be refined and simplified for consumption by the layperson, the teacher, and the student. A closer approximation to a comprehensive community survey can sometimes be found in special federal government documents prepared for special purposes. The proliferation of Environmental Impact Statements in some locales, for example, provide good overviews of the social systems of many communities, as do reports prepared by military agencies assessing the local impact of moving military installations into or out of an area. Even these, however, can provide only a general summary of community social relationships, and the quality of these reports depends on the interests and initiatives of regional government offices and their employees. In short, there appears to be no substitute for a carefully prepared Community Social Profile geared specifically to educational needs.

The Colorado System-Based Curriculum Project began in the spring of 1975, with the help of an eighteen-month grant from the National

Science Foundation, to develop Community Social Profiles for three Colorado communities. Because of the dearth of previous research in developing integrated community studies for educational purposes, the CSBC Project was treading on relatively unbroken ground. The first task was to develop, with the help of social scientists on the staff, a general concensus as to the community-related concepts and information that should be included in a Community Social Profile. The second phase of the planning process involved the organization of social science concepts into an organized framework. The result was the identification of five major divisions of the social system--the physical environment, the historical background, the economic system, the political system, and the cultural system of communities. Once the general outline of a Community Social Profile had been developed, the staff began to gather data on each of the three communities. This was organized and collected, and the writing of the profile began, emphasizing the readability and usefulness of the final product. Finally, the central social science concepts from each Profile were translated into classroom activities for use by teachers and students.

During the course of the project, several revisions of each Profile were necessary, as the conceptual framework of a Community Social Profile was refined. Each major section of the Profile was identified, and a brief description of each of these sections as they emerged is presented below.

I. The Physical Environment

The physical environment defines the spacial dimensions of a community. Its location with respect to natural resources and other population centers helps to explain its historical and cultural development, and the growth of its economic base. Transportation networks and natural or man-made physical barriers help to explain the degree of isolation or integration of the community with the surrounding economic, cultural, and even political influences. A discussion of the physical environment emphasizes the fact that communities develop in ways that are greatly affected by the natural and locational resources at their disposal.

II. History

Just as the physical environment provides the spacial dimension of the community, its historical development provides the temporal dimension. A review of a community's history helps to explain the reasons for settlement in the area, why and how the economic base developed as it did, and the political and cultural developments of the past that help to explain present social conditions. Population characteristics summarizing the age, education, and income levels of the local population are presented in order to define, in abbreviated form, the human dimensions of the community's social system.

III. The Economic System

The economic system of the Profile deals with the economic base of the community. Included in this section is a discussion of the kinds of economic activity in the community, the reasons why industries came to the area, their relationship to the physical environment, and the production techniques used by local industries. Jobs in the different sectors of the economy are discussed, together with wage rates, working conditions, and the attitudes of workers toward different jobs. Future economic prospects for the community are examined, with an emphasis on the economic options that will be available to young people. The survey of the economic system is an important part of the Profile since it can help to explain the political and cultural dimensions of the community, as well as the purely economic dimensions.

Students can learn to apply many social science concepts through their study of their own community's economic system. For example, students can apply location theory to the site locations of existing and planned industries in the community. Supply and demand theory can be applied to goods and services produced locally, as well as to the regional and national forces that determine the local level of economic activity. Students can apply the theories of economic growth and regional development to their own community, assessing the future economic potential of the community as it affects their own futures. These kinds of activities, developed by social scientists or by local educators trained in the social

sciences, are directly related to the Profile itself, significantly reducing the level of theoretical expertise required of classroom teachers themselves.

IV. The Political System

This section of the Profile explores the formal and informal power structures of the community. City and county government processes are presented, including such topics as election procedures, taxing and budgetary procedures, and the level of citizen involvement in the political process. Since an important part of political decision-making at the local level involves informal power and influence structures, these are investigated as well. The political section also includes a discussion of local political problems, and examines the ways in which government bodies interact with local citizens to solve problems and meet local political demands.

Through a study of their own community's political system, students can explore such social science concepts as political legitimacy, power, authority, the causes of political conflict, and processes of conflict management. A study of political institutions and how they function can provide students with the political awareness they will need in order to become informed participants in the political system as adults.

V. The Cultural System

This section of the Profile investigates the dimensions of the cultural heritage of the community. By analyzing cultural differences in the community, as well as differences in values, attitudes, and beliefs held by local residents, the causes of cultural conflict emerge. These differences in values also help to explain in greater depth the various dimensions of the political and economic systems within the community. Cultural institutions, such as schools, churches, and civic organizations are discussed in terms of their influence in the community and their role in defining and supporting community values. Community problems, such as crime, poverty, and discrimination are discussed, together with citizen reactions to these problems.

Social science concepts related to this section of the Profile include the formation of values, roles and role conflict, authority, prestige, and social integration. Here, students are given the opportunity to investigate the sources and possible solutions to community problems, and to better understand how their own values are shaped and directed.

Combined, these five major sections of a Community Social Profile provide an integrated view of the social system. Activities for use in the classroom are related to the profile in such a way that the student has an opportunity to view community issues not through the "tunnel vision" of one social science discipline, but through the "system vision" provided when community issues are viewed in an integrated, multi-disciplinary fashion.

These five building blocks of a Community Social Profile suggest the content of the Profile. Equally important in developing a Community Social Profile, however, is the process of assembling the data in a concise and useful form. The CSBC Project has found that the actual development of a Profile is best accomplished by following the ten-point process described below.

I. Collect Secondary Source Data

The first step in compiling a Community Social Profile for any community involves the collection of secondary source data about the community. This can include publications of local and state agencies, both public and private, as well as Bureau of Census data. Newspapers are an important source of information about current and past community concerns. This step is important in developing a general overview of the community--its physical setting, its history, and its economic, political and cultural dimensions. Issues will emerge from this preliminary data search that will form the skeleton of the Profile.

II. Collect Primary Source Data

The skeleton built in Step One highlights those community concerns that will be pursued through direct interviews with community residents.

Women and men should be asked about their jobs, political leaders should be asked about the political system and how it functions, and articulate residents should be interviewed who can supply information about cultural dimensions of the community, including community concerns and problems. Respondents should be asked questions about the obvious issues that evolved from Step One, especially as they relate to the position and future of young people in the community. While many questions should arise from information gathered in Step One, new issues will emerge from the interviewees themselves. These will then modify and expand the skeletal framework of the Profile.

The most effective use of interviews is to present them, in edited fashion, in the text of the Profile itself. This involves the use of interviews transcribed from tape recordings. While this is a time-consuming task, it provides the Profile with a human element that is difficult to obtain in any other way, and short verbatim statements from respondents can often emphasize points that would otherwise require a much longer narrative exposition on the part of the authors of the Profile.

III. Survey Students

A carefully prepared survey of students in the community will help to identify the concerns of young people themselves. Information regarding their future plans and aspirations, and whether they plan to remain in the community or leave, will help teachers and school administrators to design curriculum programs most appropriate for the needs of the community's young people.

IV. Prepare Initial Draft

Armed with primary and secondary data, the writers of the Community Social Profile can now prepare the initial draft of the community's Profile. Once all the material is assembled in a concise form, deficiencies will be more apparent, and those areas needing further elaboration will become obvious.

V. Obtain Community Review

At this juncture, community involvement with the Profile itself is essential. Citizens from all areas of community life should read the Profile, note errors or serious deletions, and serve as a sounding board for the validity of the material presented. In some communities, the school board or the local educational accountability committee may accept the responsibility for this task.

VI. Revise the Profile

Once citizen input has been obtained, the Profile may be revised in final form.

VII. Prepare an Appendix

A very useful supplement to the Community Social Profile is an Appendix containing additional statistical information, pertinent government reports, and newspaper clippings that correspond to the different major sections of the profile. An important part of the Appendix is a series of stories, compiled from interviews, that relate the actual experiences of young people who have both remained in the community or left for other communities. These stories can serve as reference points for other young people planning their own futures.

VIII. Prepare Classroom Activities

Once the Profile and the Appendix are complete, educators trained in the social sciences can begin the process of transforming the social science concepts which emerge from the Profile into classroom activities at all grade levels. These activities can be used as supplements to standard curriculum materials, or they may be used to form special instructional units or even complete courses about the community. Classroom activities should be written in such a way that they relate directly to material found in the Profile. In this way, teacher preparation time can be reduced to a minimum, encouraging the use of classroom activities to a greater extent than would be possible if teachers were expected to find the correlation between the Profile and activity themselves.

IX. Implementation

Working with teachers, the local staff of the Community Social Profile in the community can begin the implementation of the program in the classroom. If the materials have been prepared carefully, this should involve a minimum of teacher orientation to the program.

X. Continuing Revision

Since the social system in any community is a dynamic one, the Community Social Profile will in some ways be out of date on the day it is printed. In order to reap the full benefits of a community-based curriculum program, efforts should be made to periodically update the Profile. Students themselves can play the greatest role in this process, assisted by school libraries serving as collection centers for current information about community developments.

These steps have been followed by the CSBC Project, and have proved very useful in planning the mechanics of Community Social Profile development. Ideally, the Profile should be compiled by those with social science training. With the guidance provided by social scientists or educators trained in the social sciences, however, high school students themselves should be able to gather information and conduct interviews to be used in the Profile. The CSBC Project is now in the process of preparing detailed guidelines for compiling Community Social Profiles. These guidelines should be completed by the fall of 1976.

In a society characterized by a growing suspicion of bigness and local domination by national power centers, the Community Social Profile system of social science education has something new to offer. An individualized approach to social science education, using the local community as a laboratory and resource center, restores the community itself to a prominent place in the educational system. By bringing the theories of the social sciences into the backyards of American students, the Community Social Profile system prepares students for the real choices they must make in an increasingly complex society.

THE COLORADO SYSTEM-BASED CURRICULUM PROJECT AND ACCOUNTABILITY

E. R. Howard
Director, Accreditation and Accountability Services Unit
Colorado Department of Education

One of our favorite mentors, Larry Senesh, is fond of pointing out that the accountability movement in this country is not new. Prof. Senesh believes, and I agree, that we have always had schools in America which are accountable to the people. We do not have a tradition of federally controlled schools as is the case in most European countries. Rather, local autonomy has been our tradition. Whenever there has been serious conflict between what the people expect from their schools and what the schools provide, the people win. If the people in a community don't get what they want from their schools they replace the members of the school board. School board members and professional educators must be accountable to the people or they will be replaced. That's the way local autonomy has worked in this country.

The accountability movement, as it has been functioning in many states, is a threat to local autonomy. Growing out of business, industrial, and military traditions of systematic planning and management, accountability is seen by many as a means for devising more effective ways of educating the young. Accountability, in this tradition, works something like this:

1) Goals and objectives of education are defined at the state level and imposed on local communities. The state determines what is to be taught; local communities determine how best to accomplish this.

2) Through mandated state-wide testing programs the state determines which schools are the most and which are the least successful in reaching the objectives.

3) Funding decisions are made at the state level on the basis of the effectiveness of schools. Presumably those schools that are the least successful, as evidenced by the testing program, would be penalized financially.

4) Local districts would evaluate the performance of the professional staffs of their schools on the basis of how well pupils do in the mandated testing program. Our least effective professionals would be penalized.

5) It would be obligatory that each school send to the parents an annual report of its pupils' achievements. Thus, schools will be placed in competition with one another to teach children as effectively as possible.

Several states have passed notoriously oppressive pieces of legislation that attempt to mandate accountability models such as the one just described. Florida, Michigan, and California are perhaps the best-known programs, although the California program, set up under a particularly obnoxious law called the Stull Bill, has been successfully sabotaged by professional educators.

Colorado is now assuming national leadership in designing and demonstrating a model of accountability that recognizes and strengthens local autonomy. The Colorado program is very different from the one just described.

The Colorado program does <u>not</u> call for a standardized, mandated, statewide testing program. It does <u>not</u> tie accountability to the evaluation of professional employees. It does <u>not</u> encourage brutal competition among schools and school districts to teach students more effectively. It does <u>not</u> financially penalize districts or schools on the basis of pupil performance on tests.

Instead, the Colorado program recognizes local autonomy by calling on local districts to develop their own goals and objectives. It requires only that the district involve representatives of the people, through membership in accountability committees, as the district develops its own plans for improving instruction. It assumes that the teacher-learner relationship is a very personal one; that teaching and learning are human, creative acts; that all pupils do not need to learn the same things; and that the curriculum must be flexible so that individual differences can be accommodated. The Colorado program recognizes that communities are different, that there is more than one educational philosophy afoot in the land, and that parents do not all expect the same results from their schools.

The Colorado program also provides assistance to local school districts as they struggle with implementing the school-improvement planning process.

Many school districts in Colorado have moved through the early stages of systematic planning: they have assessed their needs and stated their educational goals. Some are now beginning the very complex task of designing curricula and evaluation systems that are unique and responsive to these local needs and goals. It is at this stage that many districts encounter difficulty.

From the point of view of the typical classroom teacher, who is not a member of a particular curriculum committee, it makes no difference whether a set of objectives is imposed from the district level or the state level. Authoritarianism by committee is running rampant in our schools. At this point a number of models are badly needed for developing curricula that are responsive to the needs of local communities and pupils.

The Systems-Based Social Science Curriculum Project will offer one such model.

Perhaps the most basic questions that the accountability movement must face are these: Do the schools exist to serve the pupils or do pupils exist to serve the schools? Are schools to be human places -- places which can be shaped by the people in them -- or are they merely instruments of an impersonal state? Is academic freedom a myth or a reality? What about the rights of students to learn what they feel will be of value -- their rights to a relevant education?

The Colorado System-Based Curriculum Project is dedicated to the idea that schools serve the people and that the people of a community -- including the pupils -- have a right to shape their own institutions.

This is not a curriculum imposed by test-makers in Princeton, New Jersey. Rather, it is a grass-roots curriculum. The whole community -- its institutions, its social and economic structures, its political and economic systems, and its diverse cultures -- become objects of study. The question asked by this model is: "What is happening to us in our community, and why?" Learning, then, becomes a search for understanding the forces that affect people and shape their communities.

There is a recognition here of the importance of concepts in the development of a curriculum based on this model. By their nature, concepts tend to unite traditional disciplines. This curriculum, as it becomes reality-centered, naturally becomes interdisciplinary as well. The curriculum grows organically from the nature of the community it seeks to study.

This curriculum also recognizes the importance of the life and career choices that young people must make. In a very real sense, what we are

describing is career education. The student will be able to make these choices, not on an intellectually shallow basis, as is so often the case, but with a fund of knowledge about how the social, economic, and political systems work. Unless a student understands how these systems work he cannot make intelligent choices about how he will function within them.

Thus, in this project, there is a rejection of the usual assumption of vocational-educational programs, namely, that the school has the role of separating the scholars from the workers. This fork-in-the-road philosophy assumes that those not cut out for scholarship will be trained for the skilled and semiskilled labor market. This labeling and sorting process assumes that the school, as an instrument of big business, big government, and the military, will warehouse the young, keeping them out of competition for jobs, and keeping those who are headed for the labor market unexposed to much knowledge about how our society operates. After all, there is always the chance that if a large number of people find out how our society works, some of them might want to change things around a bit.

The high mobility of our population has strong implications for this project. One of the most crucial decisions a young person must make is whether or not he will stay or leave his community. Equipping pupils for a move from rural to urban areas is therefore a challenge to the curriculum. We must find ways to help pupils master the processes of analyzing the wide variety of situations in which they may find themselves. They learn these processes by analyzing first thier own communities, then by analyzing other communities which are similar and different from their own.

In this project we are developing a process for generating a grass-roots curriculum in the social sciences. Hopefully, these processes will

also apply to other fields. If we do not intend to impose curricula from the state and federal levels, then we must learn to generate curricula at the local level. We are disseminating, not specific curricula, but a planning process.

Colorado's accountability program is designed to facilitate such curriculum planning at the local level. We are dedicated to widespread citizen involvement in such planning so that schools will be responsive to the people. After all, one of the most basic of all human rights is the right of the individual to shape his social institutions to serve his own ends.

SUPPLEMENT THREE

Newspaper Reports
on the CSBC Project

North Fork Times, September 24, 1975

Educator Describes New Curriculum

Boulder Prof Talks to Teachers

by Ed Marston

A new social science curriculum for the North Fork - and possibly for growing rural areas across the nation - was launched at the Cave in Paonia last Wednesday evening.

The speaker at the dinner meeting was Dr. Lawrence Senesh, professor of economics at the University of Colorado in Boulder and the author of primary school social studies texts that have sold over 3 million copies.

Dr. Senesh's audience were a dozen North Fork teachers and administrators charged with creatingandimplementing the new curriculum in grades 4, 8 and 9 here.

Dr. Senesh said the curriculum will attempt to develop in the students "pride that they are part of the community. We want them to understand and relate themselves to the community, develop their roots in the community, but not to become fanatic local patriots."

The Boulder educator, who spent the day visiting North Fork classrooms, said he was particularly impressed by one Paonia 8th grader who said: "I want to go into the mines to continue the family tradition."

DR. LAWRENCE SENESH

Senesh said that was nice to hear, especially in America where youngsters usually flee their parents' occupations.

In Senesh's view, the new curriculum must do more than give a youngster an understanding of how the community functions today. It must also enable them to imagine a better community.

"If your dream is higher than the reality, the gap is

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New Curriculum Described...

the social problem. Social problems do not exist in a vacuum - they are created by our expectations."

He pointed out that the U.S. Constitution aims at producing a "more perfect union. We must improve perfection. We always must search to do something better."

The curriculum is not totally concerned with the Valley. Dr. Senesh said the course of study would try to tell the student what lies beyond the mountains so that if the student chose to move to Denver or L.A., he would be prepared.

"What are the communities beyond these mountains? What is a big city like? How do you behave in a big city? Can we simulate city life as the astronauts simulated the moon in a tank in Texas?"

Senesh said the simulation might be partly accomplished through dramatizations of the lives of families and individuals who had moved from a rural area to a city.

The new curriculum will be introduced in Hotchkiss and Paonia classrooms in January. Senesh and his team are presently at work creating the curriculum.

The preparation, he said, consists of 3 steps: The preparation of a social profile of the community; interaction with the local accountabi committees to obtain gra roots input; and the trans tion of the profile and community input into a c riculum for grades 4, 8 a 9.

Senesh stressed the i portance of community inp "A school can't fight the to A school curriculum m be based on cooperation b tween town and gown."

Senesh's group has a gr from the National Scien Foundation to develop soci studies curricula in 3 co munities.

The North Fork was ch sen as an example of a gro ing rural community. Roc Ford, Colorado, was cho as typical of declining ru communities which is los people to metropolitan are Pueblo was chosen because is a typical metropolitan ar and because many Rocky Fo youngsters migrate to Pueb

Eventually, Senesh sa the group hopes to create or 30 model curricula, that any community in t nation could pick one th more or less applied to

Among those at the Wed nesday evening meeting wer Bill Grom, Dean VanVlee Granville King, MacDonal Knight, Gary Sparkman, Jer Hollembeak, Carl Clay, Rich ard Cantrell, Moe Kreutz an Laddie Livingston.

North Fork Times, September 24, 1975

Dr. Senesh Believes In Teaching Values

Boulder economist Lawrence Senesh is an interesting man.

He is an expert in international finance who bought stocks 2 or 3 times "and lost money each time."

He is an immigrant from Hungary who started out in America working in an Alabama lumber mill. "I was the only white working with 200 blacks and it gave me an understanding of the black man's position in America that I never lost."

Senesh is a World War II veteran who served first as a rifleman and later with the Army's information corps in the South Pacific.

He is also an avowed liberal who created a curriculum on the law when former Vice President Spiro Agnew began talking of law and order.

Senesh said he wanted youngsters to realize that law must grow out of our sense of justice and values. Respect for the law, he said, cannot be taught by being doctrinaire and dogmatic.

The economist believes that education cannot be separated from values. He is dismayed that so many young professors today stress that

Educator Stresses Values...

their research is "value free" or "value neutral" - which means that they are not making any moral judgment about their work.

Senesh says, "This value neutrality drives me nuts. The U.S. Constitution would never have been signed without values. The Bill of Rights is values. The 4th and 8th graders I worked with today were oozing with values."

Senesh said that values are important if youngsters are to choose satisfying work.

"Occupational awareness means more than money. You must be able to bring your values to your job. The greatest tragedy is a 65-year-old person who says he wishes to start all over - to do things differently."

Senesh believes that the most complicated economic and social theories can be taught starting in grade 1.

But he feels those theories must take life, and not a textbook, as their point of departure.

Children in this Valley, he said, can be taught that the world is inter-related by pointing out that the price of Saudi Arabian oil determines whether or not North Fork coal will be dug out of the ground.

Prof. Lawrence Senesh and his team of social scientists came back to Paonia last week for a 2-day marathon of conferences with teachers, students, and members of the community.

"The kids loved him," one parent said, and after hearing him talk and play economic games with 8th graders, she added: "So did the parents."

Through charm, sheer energy, and a whimsical Hungarian accent, Prof. Senesh brought to life his social science curriculum for the North Fork Valley.

The premise behind the "Colorado System Based Curriculum", which is funded by the National Science Foundation, Senesh said, is to give a student tools to make intelligent decisions about where and how to live his life.

Senesh and his team from the University of Colorado at Boulder first came out to talk to educators and members o f the community in September.

"Too much time is spent in the classroom," he said at a meeting Thursday night, "and not enough in the community so students can understand how they fit into the world and deal with simple conflicts of values."

To help youngsters in the North Fork find their place in their town, or elsewhere if they decide to leave, Senesh and his team have come up with a hefty 300-page volume.

It's called a Community Social Profile Inventory and a companion volume spells out how the information can be used to teach 4th, 8th, and 9th graders.

The Social Profile draws a many-faceted portrait of the North Fork Valley: its history, economy, geography, standard of living, people.

A slide-tape presentation by Laddie Livingston, project advisor to the Delta County district 50 school board, illustrated the Profile using quotes from residents over shots of the area.

Livingston's tape ended by asking a series of questions that students will be expected to wrestle with: How will coal development threaten agriculture and how can a balance be achieved? To what use should water and land be put?

The purpose of the Profile, Prof. Senesh said, is to integrate economics and sociology into the culture the student lives in. It offers "testimonies" of people living here as well as condensed interviews with people who have left their towns to work in cities.

The students will be asked to "evaluate these people's chances of success in the city," Senesh said.

The Profile also includes a section which explores the lives of ranchers, farmers, coal miners, and other local people through the device of a fictional reporter.

If a young person wants to stay in his North Fork town, Senesh added, he should be able to tell how the area is changing and why, and how he might improve his own life and career as well as the community's.

But if he should leave, Senesh said, "he ought to be able to land with the same assurance as the astronauts landed on the moon.

"The city is Skid Row and the Museum of Modern Art. You can't send it out to be cleaned at the Chinese laundry. So to survive, your purity must be internal," Senesh added.

Senesh said that the curriculum being developed will help students to become problem solvers--and to demonstrate that, played 2 economic games with 8th graders.

The first game, dubbed the Big Apple Game by some parents in the audience, pitted students as apple producers vs. students as apple consumers.

Senesh functioned as auctioneer during the game with junior high school principal Richard Cantrell passing out play money to the student-consumers.

Each state bid against another and as the game progressed, it became clear that the North Fork, lowest apple producer, could not hope to affect the market price of apples at any time.

"What can poor little North Fork do?" Senesh asked the students. One boy suggested holding apples back. "But that won't affect the price, will it?" Senesh asked.

Another student suggested advertising Paonia's apples as superior and then charging a higher price.

This answer pleased the professor, who in September had asked 2 Paonia classes to create posters, one of which was to promote Colorado apples. (See story same page.)

Senesh's second game involved the plight of the cattle rancher.

Prof. Senesh asked some of the students to don different name tags: cattle rancher, feed lot operator, wholesaler, retailer. A second group wore tags reading: hay farmer, feed store, truck company, banker.

Reading from scripts, the children acted out the added costs of raising beef cattle, starting with the rancher receiving 41 cents a pound for his beef and the housewife paying $1.29.

"All the money after paying the rancher goes out of the community," Senesh pointed out. "And what do these other people do," he asked, "they all collect from the rancher."

How much do they all take away?" he asked. One per called out 51 cents. it's more like 40 cen Senesh said.

"What could we establish in the community to keep more of the income here?" Senesh asked. A tannery, one student pointed out.

Other people attending the meeting Thursday evening included Malcolm Drake, superintendent of schools, Dr. Jim O'Neill, from the Center for Economic Development in Delaware, Fred Arguayo, from the Colorado State Department of Education , Accountability Dept., Roxy Pestello and John Muth, both from the University of Colorado.

Rocky Ford Daily Gazette - June 4, 1975

Students Would Aid In Rocky Ford Study

Rocky Ford is one of three Colorado school districts invited to participate in a study of economic, political and cultural community facets aimed at improving school social science curriculum.

Dr. Larry Senesh, professor of economics at University of Colorado, who has received National Science Foundation grant for the study, explained his plans during Tuesday night's school board meeting.

An enthusiastic American-by-choice, Dr. Senesh, who was born in Hungary, told board members he firmly believes that "The school should not shy away from teaching values."

Because social science encompasses economics, history and political science, Dr. Senesh said his plan is to develop a social profile of the community. Thus children would be able to understand Rocky Ford's economy, what future there may be ahead for them in the community, the value or problems of moving elsewhere as adults and how Rocky Ford is unique because of its location and history.

Miss Louise Buck, Dr. Senesh's assistant, will come to Rocky Ford to do research and collect data.

Dr. Senesh's proposed study would be carried out in grades 3, 8, 9, 11 and 12. Purpose would be not only to develop curriculum for Rocky Ford, but also to thus provide a national model.

Pueblo and Paonia are other two districts selected for the study. Why Rocky Ford? Dr. Senesh said he had been told by state department of education, which is cooperating in the project, that Rocky Ford is "a receptive, innovative, willing school district."

Rocky Ford Daily Gazette

November 4, 1975

Accountability Okays Social Studies Program

After listening to an explanation of how new social studies curriculum project is being developed and would be implemented in Rocky Ford schools, R-2 accountability committee members unanimously voted approval of concept Monday night.

Appearing at committee's regular monthly meeting at RFHS were Prof. Larry Senesh, of University of Colorado, director of experimental Colorado System Based Curriculum; John Muth, project coordinator, and Roxy Pestillo, coordinator of field services.

Rocky Ford is one of three Colorado communities chosen for the National Science Foundation financed project, Prof. Senesh explained.

It is an effort to bring social science theory, as taught in the classroom, directly into lives and experiences of young people by assisting students in discovering their own community and their role in its future, he explained.

Purpose, he emphasized, is to help youngsters think about answers to such questions as:

Should I settle in the community where I was born?

How did community change in my parents' lifetime? Why?

What is future of my community?

What is my niche? How can I make best use of my talents here?

What chance would I have in other communities?

What are costs and benefits of staying here or moving?

Tools for developing curriculum include Rocky Ford community profile, Muth said, which will include history and geography of Rocky Ford, factual data from such sources as census, economic structure, how people feel about community and its issues, community needs and problems and stories about those who seek their fortunes and what happens to them.

Part of the material in the profile is being prepared from 60 in-depth interviews with local residents, which two CU researchers conducted last summer, Muth said.

Purpose of the profile is "to bridge gap between social science theory and community reality and to provide children with valid information they can use for deciding about their future here or elsewhere," Muth explained.

Pestillo summarized plans for developing curriculum here, including 75 to 100 "activities", which teachers will be able to use in connection with study material for third graders and for junior high and high school students.

Team from CU will come to Rocky Ford in January to work with six or seven local teachers for three day period reviewing and revising materials in accordance with local needs.

Then after trial period of classroom use, there will be another three-day workshop in April to see "how things worked" and to make additions or changes, Pestillo said.

Kay DePew, state accountability advisory consultant from department of education, concluded presentation, explaining local committee's role in accountability process including such things as the curriculum project.

Preceding visitors' presentation accountability committee members made plans for Nov. 11 meeting with school board, when evaluation summary and report on recent bond election will be presented.

Committee members present Monday evening were C. E. Steadman, chairman; Irene Lucero, Betty Shima, Bernardo Lopez, Arline Fox, Tom Brubaker, Frank Schweissing, Bob Campbell, Anne Thompson, student representatives, James Driskill and Terri Smith. Also present was school board member, Elloise Fraser; Alden Knapp, chairman of state accountability committee; Supt. Rolland Walters, principals, Ralph Merklinger and Ron Fink; curriculum coordinator, Ralph Neumann, and Marjorie Patterson, committee secretary.

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Paonia Accountability Committee Recommendations

The following Education Policy recommendations were unanimously adopted at a meeting of the Paonia Area Accountability Committee April 16, 1976, and represent their extensive consideration of the community systems-based curriculum project.

I. DEVELOPMENT OF GOAL AWARENESS

A. Social studies curriculum should assist students in developing goal awareness as an individual and as a citizen;

B. Social studies curriculum should cause students to consider goals in terms of cost and other opportunities foregone: time, money, location, education, etc.-to achieve goals--and benefits: in terms of status, income, personal satisfaction.

C. Social studies curriculum should include opportunities for students to consider that many goals need not be measured or "weighed" in strictly monetary terms.

II. CONSIDERATION OF CHANGE

A. Our school system should help students develop awareness of how changes affect choices, and the quality of life;

B. Students should become aware that changes create inevitable conflicts within the individual, between individuals and groups, and between the community and the rest of the world. Students should become aware that some conflicts are beneficial and some are harmful, and how they can learn to manage these conflicts. Schools must help students develop awareness of how changes occur.

C. Our school system should increase student awareness of the forces which generate change in the community and in the rest of the world, and how these uneven rates of change affect the options of youth in the home community and in other communities.

III. DEVELOPMENT OF COMMUNITY STUDY

A. Our school system should strive to build a bridge between national social studies curriculum and the local community.

B. Community study should be encouraged as part of the social studies curriculum at all grade levels and the community social profile should be extensively utilized.

C. The social studies curriculum should provide for continued development and maintenance of the "community social profile" by students.

D. Community study should strive to develop in students a greater community awareness which may result in increased personal options and improved citizenship responsibility.

E. Community study offers extensive opportunities for students to use the community as a laboratory for learning.

F. Community study should include consideration of "other communities" which are different from the North Fork Valley. This consideration should strive to assist students in making a successful adjustment to a new community.

G. Our school system should, whenever possible, conduct follow up studies on former students to assist current students to make more informed choices for the future.

Educators to Hear from the Valley

A North Fork Valley social science curriculum will be discussed April 26 and 27 at a meeting of national educators.

Students, teachers and administrators from the Valley will describe the experimental curriculum and the accompanying social profile at the Denver meeting.

Among those who will speak at the "Design for Developing a Local Curriculum" workship will be Paonia 8th grade teacher Dean Van Vleet, several of Mr. Van Vleet's students, Paonia High School principal Carl Clay, and Director of Special Programs, Laddie Livingston.

The students who will be going to Denver are: John Blair, Nadeam Shideler, Teresa Pavlisick, Paul Cantrell, Brett Livingston, Shaun McGaughey, and Carla Miller.

Also speaking at the workship will be Boulder Economics Professor Lawrence Senesh, who directs the federal grant under which the program is being developed.

The "Local Curriculum" presentation will be part of a larger, 3 day meeting titled "America's Secondary Schools: New Dimensions for Educating Youth".

Dr. Senesh says the meeting has been limited to 'only' 1,000 educators.

Those educators who attend the "Local Curriculum' workshop will hear how a social studies program has been tailor made to suit the North Fork Valley.

Students use local history, the Valley's social structure and the economy of fruit ranching and coal to learn about their own community and to learn broader principles.

The new curriculum also stresses values. Dr. Senesh said last September, We want to develop in the students, "pride that they are part of the community.

"We want them to understand and relate themselves to the community, develop their roots in the community, but not to become fanatic local patriots."

The development of the curriculum and the values it espouses has been guided by accountability committees in each community.

Dr. Senesh says that educators who attend the Denver conference will learn that the North Fork Valley pioneers in 3 areas:

1. Preparing social profiles;
2. Involving the community in decision making; and
3. Putting together educational goals which will prepare young people for the future.

It is intended that the curriculum developed here will eventually be used by growing rural areas across the country. The North Fork is meant to serve annonymously, as a modal community of this type.

Dr. Senesh's group is also preparing a curriculum for Rocky Ford, as a model of a rural area with declining population, and of Pueblo, as a metropolitan area that attracts people leaving rural areas.

Dr. Senesh praised the educators in the North Fork, and said that the project was furthest along here.

Paonia high school principal, Carl Clay, will al address the conference, sp aking April 27 on communit involvement in building a c rriculum.

Clay will take as his de parture point the Education Policy Recommendations th were unanimously adopted b the Paonia Accountabilit Committee Friday, April 16.

The recommendations (see box) stress the creatio of a social studies progra that helps students make de cisions about their goals i life, understanding that choic es are difficult and have con sequences.

The recommendations were first discussed at a me eting March 30 and put into draft form by Laddie Livingston, special projects advisor to the Delta county school board. At the meeting last week, the Accountability Committee simplified and clarified some of the wording

North Fork Times, April 21, 1976